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ABSTRACT

The final report details project activities from 1974 to 1977 of the Southwest Area Learning Resource Center, a regional center designed to stimulate and assist in the development of media and materials for special education. Individual sections consider project background; philosophy, goals, and objectives; organization; and workscope areas. Detailed are four project work areas: state program development (including provision of technical assistance to state education agencies); instructional materials development; media, materials and educational technology training (including helping inservice trainers locate programs and materials); media and materials information system; and project administration. (CL)

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FINAL TECHNICAL REPORT

Southwest Area Learning Resource Center
New Mexico State University
Las Cruces, New Mexico 88003

September 1, 1974 through September 30, 1977

Project No. 446AH60017

Contract No. 300-75-0045

September 30, 1977

Sponsor:

Bureau of Education for the Handicapped
U.S. Office of Education
Department of Health, Education and Welfare

EC110481

SWALRC Final
Technical Report
9/1/74 - 9/30/77

ABSTRACT

This final technical report is for the Area Learning Resource Center - Region #3, consisting of Arizona, Colorado, Nevada, New Mexico, Utah and the Bureau of Indian Affairs (BIA).

The report is submitted by New Mexico State University as agreed upon in USOE/BEH RFP #74-8. The report details outcomes associated with each of the ALRC work areas. The intent of strategies and objectives carried out by the SWALRC was to stimulate and assist in the development of media/materials services for special education in Region 3. They were derived from or related to state-by-state service agreements or sub-contract agreements for use of ALRC services which were negotiated with authorities representing the states individually and collectively.

The SWALRC worked cooperatively with the Region #3 state directors of special education to utilize its limited resources in establishing and stimulating programs that would help assure a relevant education would be provided to handicapped children through the development of media/materials and educational technology support services. Regional efforts were pursued where possible and when deemed efficient and effective in meeting the state program goals. Strategies and objectives were developed in as many cases as possible to assure that products, models, plans and services in an individual state were not unnecessarily duplicated in other states of the region and were transportable (could be disseminated) to other states for their possible use.

Project governance was under the purview of the state directors of special education in the Region 3 client states, a representative of the BIA, and two university representatives (NMSU, University of Utah). To maximize cost effectiveness, the same Management Board was also utilized by the Southwest Regional Resource Center.

Project No. 446AH60017

Contract No. 300-75-0045

Final Technical Report of

The Southwest Area Learning Resource Center

Jonathan J. Curtis, Ed.D.
Project Director

New Mexico State University
Las Cruces, New Mexico

September 30, 1977

This project reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. Department of
Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

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PREFACE

The Southwest Area Learning Resource Center, located at New Mexico State University, was funded by the U.S. Office of Education, Bureau of Education for the Handicapped. This report describes the major activities of the SWALRC from its inception in September of 1974 through September 1977, the end of the present contract.

In summary, the SWALRC encouraged the provision of media/materials and educational technology services, within the states of its region, that assist handicapped children to obtain a personalized educational program.

In carrying out this function, the SWALRC:

> Assisted presently existing learning resource centers to improve the quality and increase the scope of services they provide.
>
> Assisted local education agencies to establish new learning resource centers responsive to local concerns, needs, and constraints.
>
> Assisted in developing media/materials and educational technology skills among teachers of special education children.
>
> Provided an instructional materials information system back-up for those needs that could not be met at the local or state levels.

These functions were conducted through the provision of technical assistance, training, product development and information services.

Further delineation of Center functions and services may be found within the body of this report.

In addition to this final report, an expenditure report will be submitted by the NMSU Business Office.

A history of SWALRC funding levels follows:

1st Funding Period (9/1/74-8/31/75) - $305,800

2nd Funding Period (9/1/75-8/31/76) - $321,090

3rd Funding Period (9/1/76-9/30/77) - $321,000

A. PROJECT BACKGROUND

A. PROJECT BACKGROUND

Direct communication, rapport and credibility have been established within the states of Region 9 by New Mexico State University through work conducted by the Southwest Area Learning Resource Center, the Southwest Regional Resource Center, and the Southwest Regional Media Center for the Deaf.

The Southwest Area Learning Resource Center (SWALRC) has been associated with the College of Education through the Educational Research Center (ERC). The ERC was established in 1969 with the reorganization and decentralization of the University Research Center with full-time research and development staff.

Several major projects have been administered by this office including the following:

Southwest Area Learning Resource Center
(Contract #OE300-75-0045)

Has provided assistance to a 6-state region - Arizona, BIA, Colorado, Nevada, New Mexico and Utah - on the basis of service agreements directed toward state identified needs in the area of special education media/materials support services and educational technology); the contract for this program expires September 30, 1977. See Table 1 for some primary achievements of this center.

The Southwest Regional Resource Center for the Handicapped (Grant #OEC-0-0-412905-4521 (608)

Provided services to a 5-state region - Arizona, BIA, Colorado, Nevada and New Mexico - including services related to identification, educational appraisal, programming and child progress evaluation. See Table 1 for some primary achievements of this center.

The Southwest Regional Media Center for the Deaf (Grant #OEG-0-73-0447)

Provided services to 15 western states and pacific territories including materials development, information and training in media and materials for the deaf. See Table 1 for some primary achievements of this center.

OTHER PROJECTS

Numerous smaller projects have been administered through the ERC office. These include a preschool for the deaf and the Las Palomitas Preschool for the Handicapped which has developed a model class for children with differeing handicaps as a demonstration for rural application. It contains a 5-county multicultural parent education component.

As a result of these activities, the NMSU College of Education has developed a sound capability in project management and accountability, an area which is critical to the success of any program.

New Mexico State University also provides curricula at the professional level in a variety of special education areas.

Further, the faculty and staff of the College and its auxillary agencies represent a broad range of capability in areas relevant to these projects, such as management, evaluation, curriculum, instruction, research design, computer sciences and information sciences. Elsewhere within the University, relevant expertise exists in special education, communication technology, printing and graphics reproduction, and subject matter fields.

Through a variety of affiliated agencies, the College of Education has been directly involved in a wide range of activities relevant to the focus of the SWALRC. Some of these are listed below:

1. Curriculum and materials development for special education students, teachers and parents.
2. Provision of a broad range of training services, both at pre and inservice levels, related to educational media/materials utilization, appraisal, and programming.
3. Development and operation of a model preschool special education program incorporating direct parent participation, appraisal, programming, individualized instruction and continuous child progress tracking. The model also includes an outreach program for parents of special education children in rural/remote areas of Southwestern New Mexico.
4. Modeled development of resource room procedures for implementation in support of mainstreaming handicapped children.

5. Developed procedures for remediation of developmental deficiencies in handicapped children in rural settings.
6. Needs assessment studies regarding special education students, their teachers and parents.
7. Conducted incidence studies of handicapping conditions.
8. Developed a variety of formative and summative evaluation procedures for educational application.
9. Provision of a broad scope regional educational service programs.

NMSU, by having had several centers for services to the Region, has substantial knowledge of the states developmental status (readiness) with regard to the provision of services to meet the needs of handicapped children. As such, delivery of SWALRC services were designed in recognition of the state of the art in each of its states.

Support

NMSU support, free of direct cost to the SWALRC project, may be summarized in the following categories:

1. Provision of facilities: 1,093 square feet of space have been allocated in a permanent building on campus and an additional 1,488 square feet in a barracks building. This location is in the proximity of the University's mass communication complex, audio visual center, computer center, ERIC center and conference facilities, as well as

the College of Education complex with which the project has been administratively related.

2. Other facilities: Conference, meeting and special project facilities were available on campus, at no cost to the project.

3. Business and Contract Support Services
    - A. Assistance in budget preparation
    - B. Legal assistance in subcontract development
    - C. Purchasing
        - 1. obtains bids
        - 2. issues purchase orders
        - 3. assures delivery
        - 4. advises project of surplus materials

4. Property Management
    - A. Maintains inventory records
    - B. Provides property reports on demand
    - C. Loans surplus property
    - D. Provides office equipment and furniture

5. Personnel Services
    - A. Screens and recommends non-professional personnel
    - B. Handles grievance and routine personnel problems

6. Grants and Contracts
    - A. Advises on contracting
    - B. Provides official fiscal and contract reports

7. Physical Plant
    - A. Housing
    - B. Provides complete routine and special maintenance
    - C. Janitorial services
    - D. Utilities

8. Accounting
    - A. Payroll services
    - B. Reimbursements
    - C. Fiscal reports
    - D. Disbursements

9. Special Services
    - A. Library service - extended and regular loan inter-library loan
    - B. Audio visual department
        1. equipment repair
        2. limited production allotment
        3. equipment loan
        4. technical consultation
    - C. Computer Center consultation on use of services
    - D. Faculty Consultation

In addition, New Mexico State University has provided direct support dollars for the program in the form of cost sharing from its overhead funds. This allowed a larger direct service component by more than 10% than would otherwise have been possible.

TABLE 1

SOME PRIMARY ACHIEVEMENTS OF MAJOR NEW MEXICO STATE UNIVERSITY REGIONAL CONTRACT/GRANT EFFORTS IN SPECIAL EDUCATION

Southwest Regional Resource Center for the Handicapped *Grant #OEC-0-0-4129054521 (608)*	Southwest Area Learning Resource Center *Contract #OE-300-75-0045*	Southwest Regional Media Center for the Deaf *Grant #OEG-0-73-0447*
1. Promoted the resource room concept in the southwest through demonstration projects.	1. Developed needs assessment instruments and assisted in needs assessments.	1. Conducted short-term workshops in media development and utilization for teachers of the deaf.
2. Conducted research which empirically established the value of (a) one-to-one instruction, (b) cross age tutorial instruction, (c) direct service, (d) daily measurement, and (e) daily instruction.	2. Developed Learning Resource Centers in client states. (Set up model LRCs in BIA.) Developed plan and conducted evaluation of centers.	2. Provided inservice training by placing a media specialist in schools on a long term basis (4-9 months) to work with classroom teachers. Assisted in implementation of new techniques and procedures.
3. Developed a Spanish language Peabody Picture VocabTest.	3. Aided in expansion of Learning Resource Centers services. Developed guidelines for establishment and operation of centers.	3. Assisted in development of media centers in schools.
4. Documented services available through resource agencies within the separate states of the region.	4. Functional kits were developed to assist LRCs in set up, operation and evaluation.	4. Conducted summer institutes in programmed instruction and instructional systems to develop interest in programmed instruction and systematic approaches to instruction.
5. Promoted precision teaching techniques to the southwest states.	5. Developed a manual on use of volunteers in centers/programs.	5. Developed approaches in curriculum development to influence educators and administrators to consider more systematic instructional planning.
6. Demonstrated prescriptive techniques regionally.	6. Introduced and adapted System FORE (an individualized instruction system) capability in the states of Region 3.	

TABLE 1
(Continued)

Southwest Regional Resource Center for the Handicapped *Grant #OEC-0-0-4129054521 (608)*	Southwest Area Learning Resource Center *Contract #OE-300-75-0045*	Southwest Regional Media Center for the Deaf *Grant #OEG-0-73-0447*
7. Examined bilingual-bicultural considerations when testing children or implementing educational programs.	7. Provided inservice training in System FORE, media utilization and related classroom techniques and media center operation and maintenance.	6. Provided workshops in behavioral objectives and systematic development of instruction.
8. Conducted special education personnel training in skills required for prescriptive teaching including summer institutes.	8. Conducted Idea Fairs designed to introduce exemplary or new LRC practices.	7. Conducted national conference to determine needs of educators of deaf.
9. Developed improved diagnostic and testing procedures for determining the nature and scope of inappropriate adaptive behavior in children experiencing school learning problems.	9. Assisted in development of cooperative LRC/IMC networks within states.	8. Developed, pilot-tested and field-tested an auditory training package.
10. Developed test procedures for identification and diagnosis of handicapped native Spanish speaking children.	10. Trained and provided technical assistance to teachers regarding identification, selection, acquisition and utilization of appropriate instructional materials.	9. Developed, pilot-tested and field-tested five prototypic instructional packages designed to stimulate ideas for utilization of various media in the classroom. These were: TV - The medium of the 70's Super 8mm Films Utilization of Slides and Filmstrips Teaching with 16mm Films Utilization of Overhead Projectors
11. Developed diagnostic math and reading tests.	11. Demonstrated instructional materials usage to clients in states.	10. Developed a training package for parents of recently diagnosed young deaf children titled Parent Involvement Package.
12. Identified media and materials applicable for education of handicapped children.	12. Provided technical assistance to resource room programs in reviewing proposals, record keeping, and prescription development.	

TABLE 1
(Continued)

Southwest Regional Resource Center for the Handicapped *Grant #OEC-0-0-4129054521 (608)*	Southwest Area Learning Resource Center *Contract #OE-300-75-0045*	Southwest Regional Media Center for the Deaf *Grant #OEG-0-73-0447*
13. Prepared appropriate experimental curricular materials according to the needs of individual cases, including the incorporation of programmed learning approaches devised for independent learning.	13. Developed an extensive materials recommendations document listing materials, equipment and facilities useful to special education programs. (Based on handicapping conditions and severity of handicap.)	11. Developed a project monitoring system to assure accuracy of cost projections per strategy, accuracy in tracking program cost and efficiency, and to provide information for project reporting. (Some major components of this system are presently being used by the network of ALRCs and RRCs in the BEH Learning Resource Center Program.)
14. Disseminated information and materials about handicapped learners to teachers in regular and special education classroom and others.	14. Cooperated with National Center to get NIMIS information to client states.	12. Developed three video tape programs demonstrating techniques for use of selected commercially available instructional materials (originally designed for other populations) with deaf children.
		13. Developed an instructional product, "A Future in Your Hands" to stimulate interest among juniors and seniors at schools for the deaf in considering post secondary programs serving deaf students.

Description of Region

Region Three (3) consists of five (5) states (Arizona, Colorado, Nevada, New Mexico and Utah) and the Bureau of Indian Affairs. The area of the five states is large, encompassing approximately 18% of the total land area of the contiguous 48 states. On the other hand, the population of the five states consists of approximately 3% of the U.S. resident population.

Population centers in the region consist of ten metropolitan areas with a population of over 100,000. The remainder of the population tends to reside in the rural, isolated areas. The population density factor ranges from 4.6 persons per square mile in Nevada to 23 persons per square mile in Colorado. Since the handicapped child in a rural setting is less likely to receive services than his counterpart in an urban area, concerns and efforts in all of the states must take into account the need to provide adequate special education services to the rural child as well as to the urban child.

The Bureau of Indian Affairs (BIA) comprises the sixth "state." There are approximately 224 federally operated schools, 18 tribally operated "contract" schools, and 15 tribally operated "non-contract" schools in more than 20 states that serve approximately 65,000 Native American children. These schools are administered, monitored or provided technical assistance through twelve area offices with the central administrative office located in Albuquerque, New Mexico.

A substantial minority exists in the region. For example, the minority population in the schools of New Mexico constitutes 52% of the total and the population served by the BIA is entirely Native American.

Region 3 has listed a total of 64 Learning Resource Centers for the five states and the BIA. The centers are distributed in the area as follows:

Arizona	0
BIA	2
Colorado	45
Nevada	1
New Mexico	4
Utah	12

The BIA centers are located in the Northern Pueblos Agency and the Pine Ridge Agency with plans for exporting the models to other agencies on a phased basis. Colorado has written into state law support for its special education administrative units to provide LRC services. As of May 31, 1977, 45 centers were operational with one additional center projected. Nevada has a centralized center in Reno and a system for delivery of materials to seven rural counties. New Mexico has divided the state into approximately four equal regions in geographic area and established a Special Education Regional Service Center to provide services in each region. Utah provides 12 centers, one of which is at the state level and used as a back-up to the other centers to assist in the provision of media/materials services to its handicapped children.

All states and the BIA are endeavoring to expand the services of the current LRCs, either by increasing the number of such centers or increasing the services provided by the existing LRCs.

The development of LRCs supporting special education in Region 3 varies greatly both within and among the states of the region. While some centers are finely developed and provide a broad range of services, others exist on paper only. Furthermore, large, sparsely populated areas remain virtually unserved. Where LRCs exist, they are usually autonomous with little interaction, if any, taking place between them. As a result, procedures for planning, operation, and evaluation are invented again and again and again in various degrees of sophistication.

The first steps in the development of cooperative efforts among LRCs in specific states has begun. Some states of Region 3 are piloting cooperative efforts in FY 77. Still others are developing the capabilities of their individual centers while observing with interest the cooperative efforts in other states. From whatever perspective, there is much that remains to be done before all Region 3 special education children, their teachers and parents have adequate (or, in some cases, any) media/materials and instructional technology services available to them.

To address the need for media/materials and educational technology services, the SWALRC, through the strategies of its workscope, has provided on the basis of specific need:

1. support to needs identification efforts.
2. assistance in devising strategies designed to stimulate learning resource system support.
3. assistance in program and evaluation planning.
4. training designed to enhance the capabilities of LRCs to provide services or to maintain accountability.
5. assistance in the development or acquisition of program implementation guidelines.
6. support in piloting activities when support cannot be derived in a reasonable amount of time from other sources.
7. assistance in the construction of dissemination strategies for successful LRC models.
8. access to materials information designed to assist in the individualization of instruction process.
9. support to stimulate cooperative efforts among autonomous LRCs.
10. assistance in other activities designed to enhance LRC services to handicapped children, their teachers and parents.

One advantage of regional ALRC systems that has become more and more apparent is the capability of the outside system (ALRCs) to operationalize an idea rather quickly to show it will work. Often this results in the adoption of useful programs which could not have been started from within the system.

B. PROJECT PHILOSOPHY, GOALS AND OBJECTIVES

WORKING PHILOSOPHY

The working philosophy of the SWALRC was as follows:

1. Encourage careful planning and avoid segmented efforts and crisis oriented response systems.
2. Encourage long range planning consisting of a realistic step-by-step progression where each step represents progress towards a goal which can reasonably be attained. To bite off more than can be chewed often results in the demise of a good idea that was pushed too hard, too fast.
3. Set priorities for service on the basis of need (preferably user derived) and avoid spending limited resources on low priority items. Consider the potential long range impact.
4. Require accountability for expenditure of all funds (reports and other deliverables). This encourages responsible use of resources.
5. Always keep in mind the purpose of our existence: to assist the exceptional child to obtain a more personalized (individualized) education -- one fitted to his developmental needs.
6. Work within the constraints of our contract with BEH.

Mission Statement

> Provide, through state negotiated plans, services to SEA/LEA media support units so that teachers of special education children have improved (a) access to information on instructional materials availability and usage, (b) access to materials training resources, and (c) physical access to materials appropriate to their students' instructional needs.

Goals

In carrying out this mission, the SWALRC had two major goals.

1. The overall goal in state program development was self-sufficient state and local media support services to special education.
2. The primary goal of ALRC media training activities was to increase the appropriate use of instructional materials and technology for the handicapped learner.

It was recognized that the ALRC program goals, and especially accountability criteria as developed in the RFP, could not be achieved without intensive cooperation with the respective states and BIA. A graphic representation of the relationship of the state plan for use of ALRC services to the states' needs is presented in Figure 1 on the following page.

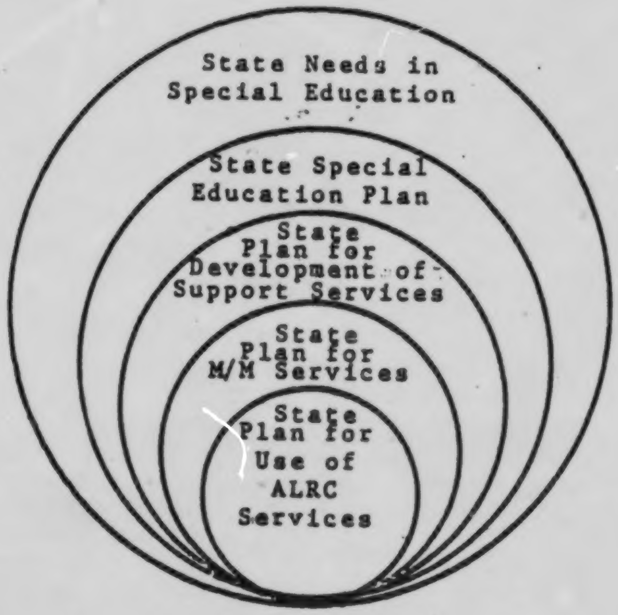
State Needs in
Special Education
State Special
Education Plan
State
Plan for
Development of
Support Services
State
Plan for
M/M Services
State
Plan for
Use of
ALRC
Services

Figure 1

Relation of Plan for Use of ALRC Services
to Other State Planning Elements

It is the state plan for use of ALRC services which provided the broad context and mechanism for delivery of services to the SEA and within-state (LEA) educational services units.

The flowchart in Figure 2 (see following page) illustrates the relationships among ALRC functions and national, state and local functions. Review of the flowchart diagram will indicate that the ALRC services flowed to the state, LEA and individual, and that by fulfilling responsibilities of the NCEMMH/SO/ALRC system, service originating at the national level was furnished the SEA/LEA/individual.

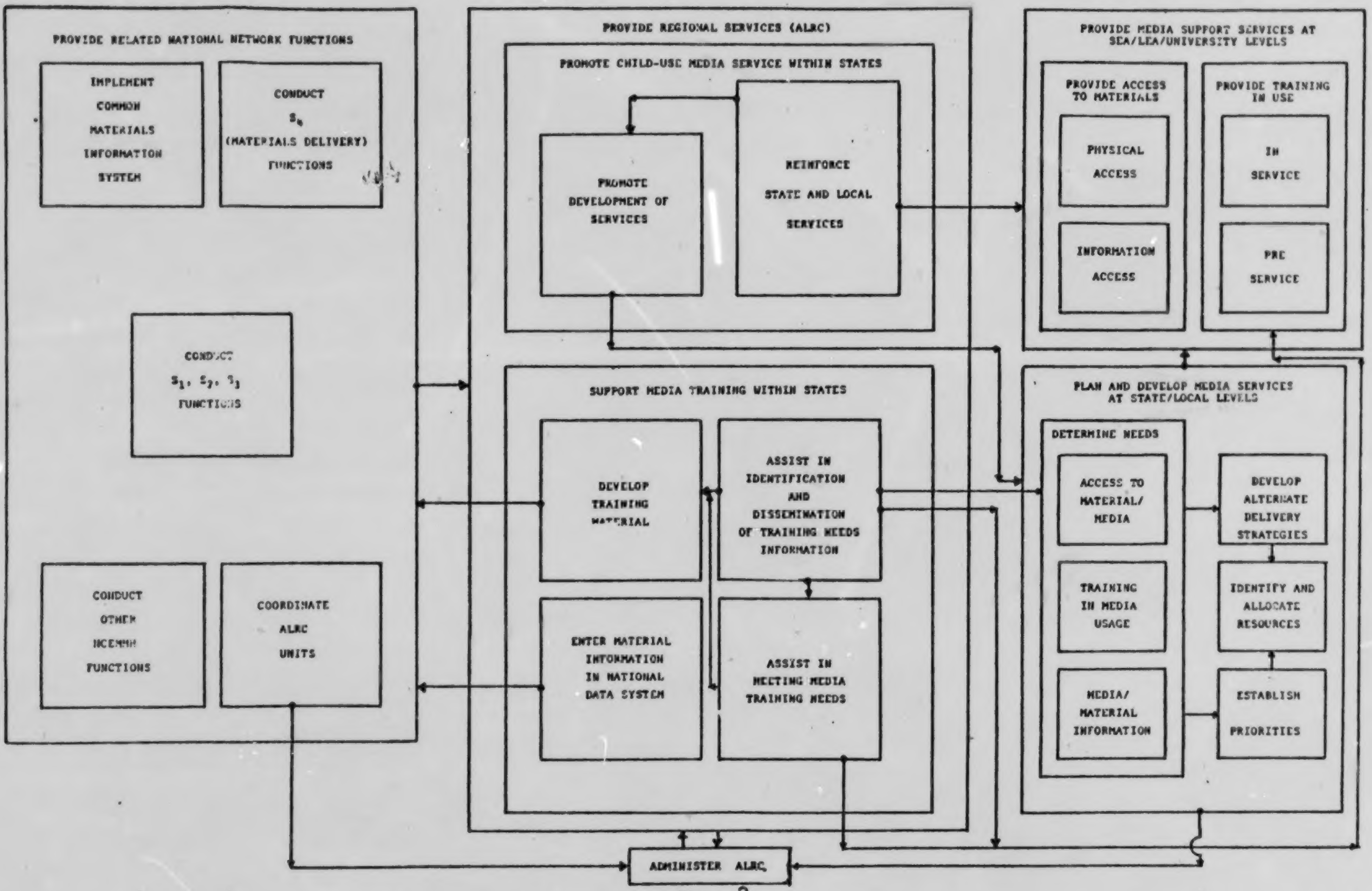
PROVIDE RELATED NATIONAL NETWORK FUNCTIONS
IMPLEMENT COMMON MATERIALS INFORMATION SYSTEM
CONDUCT S_4 (MATERIALS DELIVERY) FUNCTIONS
CONDUCT S_1, S_2, S_3 FUNCTIONS
CONDUCT OTHER NCEMMH FUNCTIONS
COORDINATE ALRC UNITS
PROVIDE REGIONAL SERVICES (ALRC)
PROMOTE CHILD-USE MEDIA SERVICE WITHIN STATES
PROMOTE DEVELOPMENT OF SERVICES
REINFORCE STATE AND LOCAL SERVICES
SUPPORT MEDIA TRAINING WITHIN STATES
DEVELOP TRAINING MATERIAL
ASSIST IN IDENTIFICATION AND DISSEMINATION OF TRAINING NEEDS INFORMATION
ENTER MATERIAL INFORMATION IN NATIONAL DATA SYSTEM
ASSIST IN MEETING MEDIA TRAINING NEEDS
PROVIDE MEDIA SUPPORT SERVICES AT SEA/LEA/UNIVERSITY LEVELS
PROVIDE ACCESS TO MATERIALS
PHYSICAL ACCESS
INFORMATION ACCESS
PROVIDE TRAINING IN USE
IN SERVICE
PRE SERVICE
PLAN AND DEVELOP MEDIA SERVICES AT STATE/LOCAL LEVELS
DETERMINE NEEDS
ACCESS TO MATERIAL/ MEDIA
TRAINING IN MEDIA USAGE
MEDIA/ MATERIAL INFORMATION
DEVELOP ALTERNATE DELIVERY STRATEGIES
IDENTIFY AND ALLOCATE RESOURCES
ESTABLISH PRIORITIES
ADMINISTER ALRC

Figure 2

RELATIONSHIPS OF ALRC WITH ALRC/NCEMMH NETWORK AND WITH STATE LEVEL FUNCTIONS

Regional Efforts

Regional efforts were implemented where possible and when deemed efficient and effective in meeting the state program goals. Objectives were developed to assure that, where appropriate, efforts would result in transportable (were sufficiently generic as to make them useful to other states) products, models, plans and services.

Experience has shown a number of advantages that accrue to the states with multi-state organizations such as the ALRC. Some are:

1. the capability of the outside system (ALRC) to operationalize an idea rather quickly to show it will work; (often this resulted in the adoption of useful programs which could not have been started from within)
2. the opportunity for exposure to exemplary programs, procedures, and techniques from other states that may be useful in ones' own state;
3. the cross-fertilization of ideas derived from the exposure to multiple alternatives which often results in an insightful synthesis a magnitude greater in quality, efficiency, and usefulness than the predecessor ideas;
4. the opportunity to focus in on a problem in depth when the client's (states) service system must attend to the immediate needs of the moment;

5. the fact that another agency other than the state is responsible for developing some products, procedures, and techniques derived from state needs takes some of the "heat" off the state allowing it in these instances to critique and suggest where improvements are required rather than being subject to the critique themselves;
6. the resistance local education agencies (LEAs) put up regarding perceived state infringements on their rights may often be "short circuited" by an effective multi-state agency and provide results beneficial to both LEA and SEA.

Regional objectives were constructed where common needs across the region were identified and in areas where the SWALRC wished to maintain the capability to respond.

Cooperation with Other Agencies

The SWALRC has benefited from cooperative efforts with other ALRCs. In particular, substantial mutual assistance has occurred between the SWALRC and the ALRCs of Regions 1, 2 and 4. For example, the SWALRC and MLRC (Region 4) articulated services in the development of a LRC to serve the Pine Ridge Agency (BIA) in South Dakota, although it was primarily a SWALRC project.

The SWALRC has also benefited from a number of cooperative efforts and shared expertise with the SRRC (Region 3). The projected development of a LRC for the Central Arizona Child Evaluation Center is a specific case in point.

State-By-State Efforts

If an Area Learning Resource Center is to provide adequate service to its region, it must consider the particular needs of each of its states. It must "individualize" its services and regionalize its objectives whenever it makes sense to do so. Complete regionalization of efforts may result in compromises that leave most without satisfaction, since they may not relate specifically to the problems of the individual state. Such efforts may lead to much too general an outcome to be of functional use in any operational setting.

The SWALRC provided services tailored to the needs of the respective states of the region. Nevertheless, where interests and needs were similar across two or more states, SWALRC encouraged cooperative multi-state efforts so that the activities would be complementary to one another rather than duplicative.

C. PROJECT ORGANIZATION

C. PROJECT ORGANIZATION

The following items are included in this section:

Governance Structure
Management Board Charter
Center Organization
Position Descriptions

ALRC GOVERNANCE STRUCTURE

NMSU recognized the importance of making the ALRC program for Region 3 responsive to the needs of the states within that region. The requirement to negotiate specific plans for ALRC service to each state in part insured that this would occur. This requirement alone could have presented certain problems to the project management. Among the possible problems were:

a. independent negotiation with individual states, because of different priorities, could lead to fractionated effort within the project.

b. preferences for approach to delivery of service by different states could lead to delivery of comparable services through multiple mechanisms with a necessary relative loss of internal efficiency.

For these reasons and others, a Program Management Board was established consisting of directors of special education from the five states of Region 3 and the Bureau of Indian Affairs and a NMSU and University of Utah institutional representative (see Figure 4). The same Board also served the Southwest RRC.

The powers of the Management Board are shown in the charter presented in this section.

The ALRC director was responsible to the Program Management Board for execution of its policy decisions. He was responsible to the Dean of the College of Education (NMSU) for compliance with University fiscal and personnel policies and procedures.

The contractor was responsible to the funding agency.

The staff was responsible to the director.

The subcontractors were responsible to the ALRC director as an agent of the contractor.

Management Board meetings were held quarterly, and were shared with the SRRC to facilitate the interrelation of services and to efficiently use the Board members' time. The minutes of the meetings are on file with the ALRC Project Officer (Marie Roane) in Washington, D.C.

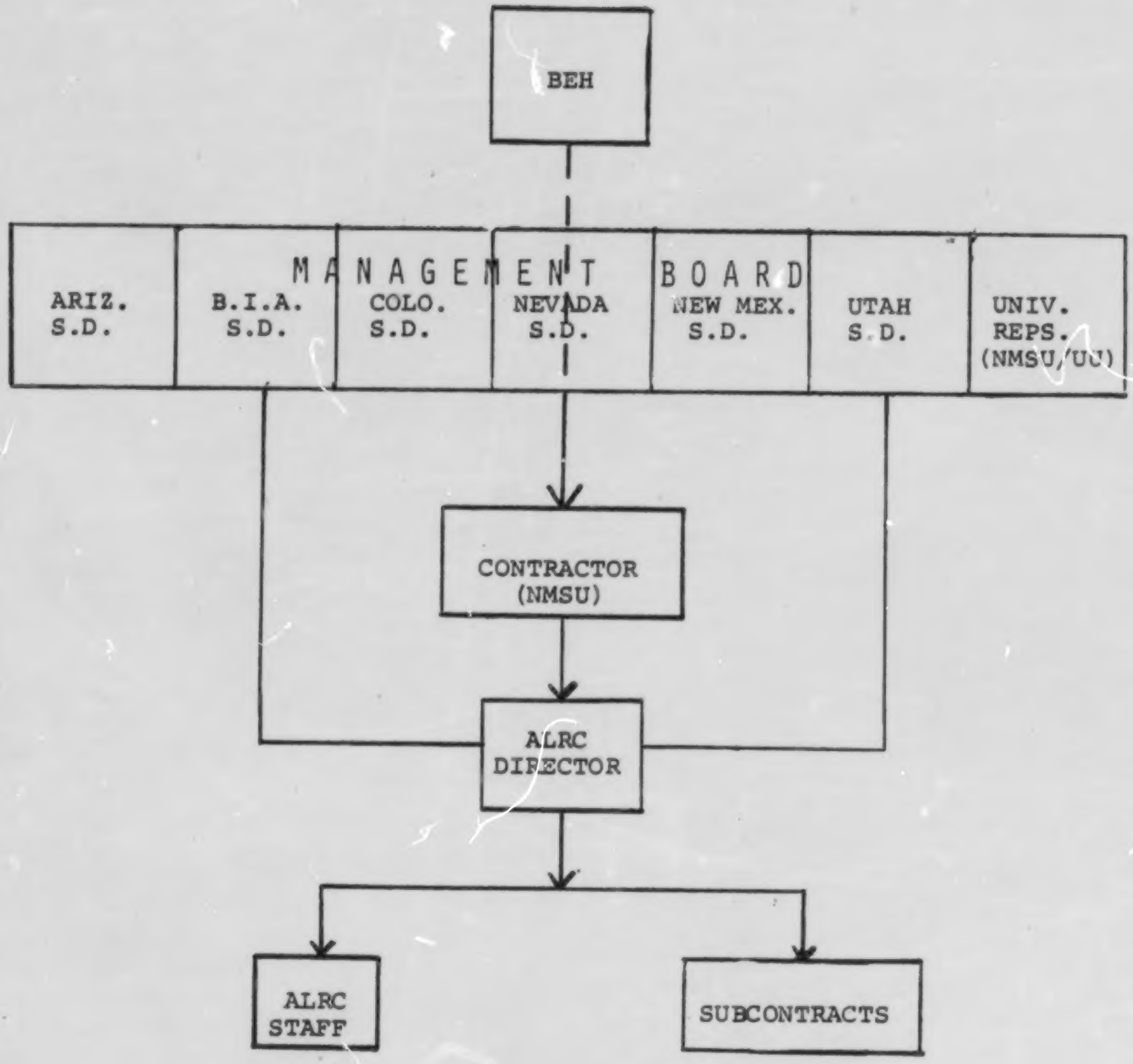
BEH
MANAGEMENT BOARD
ARIZ. S.D.
B.I.A. S.D.
COLO. S.D.
NEVADA S.D.
NEW MEX. S.D.
UTAH S.D.
UNIV. REPS. (NMSU/UU)
CONTRACTOR (NMSU)
ALRC DIRECTOR
ALRC STAFF
SUBCONTRACTS

Figure 3
Governance Structure for the ALRC

REGION 3

MANAGEMENT BOARD CHARTER

ARTICLE I - NAME

Section 1

The name of this body shall be the Region 3 Management Board for Region 3 RRC and ALRC, hereafter referred to as the Board.

ARTICLE II - FUNCTIONS

Section 1

The Board's participation will be sought in the development, review and endorsement of all future RRC/ALRC proposals.

Section 2

The RRC and ALRC Directors, hereafter called the Center Directors, will be accountable to the Board for all interstate and intrastate activity funds spent, within the legal restraints and fiscal policies of the respective universities, federal control constraints and BEH workscope and guidelines.

Section 3

The Board will delineate regional needs and establish program priorities for interstate activities.

Section 4

The Center Directors will be accountable to the Board for all interstate activities and to the respective State Directors for intrastate activities. All RRC/ALRC employees will be responsible to the appropriate Center Director and subject to policies established by the Management Board and to the university through which the contracts are awarded.

Section 5

Recommendations for and endorsement of the Center Directors will be sought from the Board by the contract recipient. Initial screening and final decision will rest with the recipient of the RRC/ALRC contracts.

Section 6

State Directors will work only through the Region 3 Center Directors or designees, and the Center Directors will work only through the State Director or designee for all activities within the states designated as Region 3.

ARTICLE III - MEMBERSHIP

Section 1

The voting membership of the Board shall be:

Six (6) State Directors in Region 3

Two (2) University respresentatives (University of Utah and New Mexico State University). In case of absence, a voting member may send a respresentative who shall have all voting rights, powers and privileges.

Section 2

Ex officio members shall be:

Two (2) Center Directors of the RRC and the ALRC

One (1) Project Officer from BEH

One (1) representative from CORRC

One (1) representative from NCEMMH

and other ex officio members, at the Board's discretion, without vote.

ARTICLE IV - SCHEDULE OF MEETINGS

Section 1

The Board shall meet at least four (4) times per calendar year, if six voting members can attend. Particular emphasis will be given to concurrent scheduling with other regional and national meetings. The meeting shall not be conducted without five voting members.

Section 2

The schedule of meetings shall be tentatively confirmed for each year in advance.

Section 3

All special meetings will be subject to call by the Board Chairman or by a majority of Board members.

ARTICLE V - OFFICERS

Section 1

The Board will elect a Chairman and Vice Chairman by simple majority vote of the Board; they will serve at the discretion of the Board.

ARTICLE VI - VOTING

Section 1

A quorum shall be six members in attendance.

Section 2

Simple majority vote procedure will be utilized for all motions or related formal Board actions.

ARTICLE VII - GROUP PROCESS

Section 1

Roberts Rules of Order shall be utilized for parliamentary procedures.

ARTICLE VIII - AMENDMENTS

Section 1

The Management Board Charter for the Region 3 Management Board may be amended by five votes for the amendment.

1/25/75

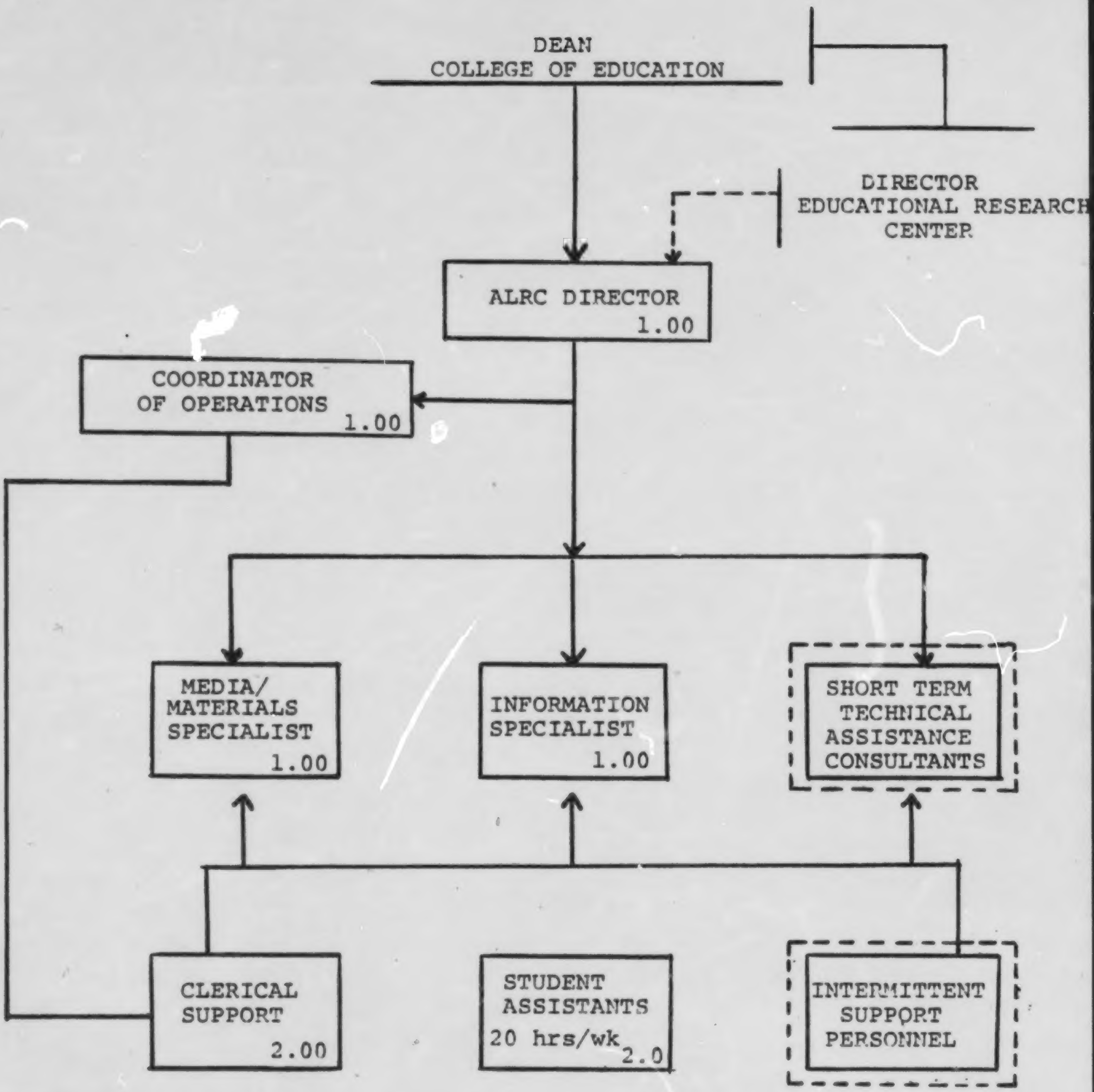
DEAN
COLLEGE OF EDUCATION
DIRECTOR
EDUCATIONAL RESEARCH
CENTER
ALRC DIRECTOR
1.00
COORDINATOR
OF OPERATIONS
1.00
MEDIA/
MATERIALS
SPECIALIST
1.00
INFORMATION
SPECIALIST
1.00
SHORT TERM
TECHNICAL
ASSISTANCE
CONSULTANTS
CLERICAL
SUPPORT
2.00
STUDENT
ASSISTANTS
20 hrs/wk
2.0
INTERMITTENT
SUPPORT
PERSONNEL

Figure 4
ALRC ORGANIZATIONAL STRUCTURE

JOB DESCRIPTION: PROJECT DIRECTOR

1. Conceptualize program objectives/goals based on interaction with funding agency and clients.
2. Manage decisions on nature of general and specific strategies.
3. Negotiate continuing state plans for use of services.
4. Negotiate subcontracts with states where applicable.
5. Assign and supervise work of professional staff.
6. Monitor and evaluate subcontract activities.
7. Manage preparation of plans for strategy implementation.
8. Present plans to policy board for action.
9. Make final review of expenditures.
10. Manage preparation of reports.
11. Review and approve all program reports to external agents.
12. Manage development of budgets.
13. Prepare requests for contract modification as required.
14. Evaluate professional staff performance.
15. Conduct major aspects of coordination with the ALRC/NCEMMH Network and detail staff in this area as required.
16. Assist Policy Board chairman in development of board agenda.
17. Communicate with project officer as required by Policy Board or program exigencies.
18. Determine staff responsibilities/work descriptions.
19. Identify and employ professional staff.
20. Respond to funding agency information requests or requirements not anticipated and planned for.

JOB DESCRIPTION: COORDINATOR OF OPERATIONS

1. Develop and maintain system for internal project monitoring and reporting.
2. Develop, in coordination with states, procedures for subcontract monitoring and reporting.
3. Develop, in coordination with SEAs, procedures for acquisition of program accountability data and for ALRC reporting of such data.
4. Establish, with appropriate consultation, information requirements and data collection procedures for external program reports.
5. Provide technical assistance to SEAs and LLRCs on program planning.
6. Manage delivery of non-staff technical assistance in program planning areas.
7. Review program accountability data and recommend policy and/or procedural changes to project director.
8. Assist director in development of budgets for continuation proposals, subcontracts and service agreements.
9. With other professional staff input, establish and monitor internal timelines reporting anticipated deviations to the project director.
10. Maintain an operations calendar of upcoming activities for staff reference.
11. Supervise non-professional full-time and intermittent staff.

12. Supervise staff and non-staff travel arrangements and schedules.
13. Provide routine project interaction with university business office.
14. Coordinate delivery of university and local support services to the ALRC.

JOB DESCRIPTION: INFORMATION SPECIALIST

1. Disseminate NIMIS-derived child-use materials information through SEA.
2. Survey available training materials.
3. Assist LRCs in identifying and obtaining specific materials and programs.
4. Assist universities and colleges in identifying and obtaining specific materials and programs.
5. Disseminate information on available training materials and programs.
6. Implement or manage classification, description and entry of information on training materials to the national system.
7. Search, acquire and maintain collection of information related to alternative models for media/materials service delivery.
8. Consult with SLRC and LLRC units on information system problems.
9. Manage delivery of non-staff consultation to clients in information retrieval area.
10. Provide technical assistance to state subcontractors which involves information retrieval elements.
11. Provide training to state and LRC personnel on identification, analysis, utilization and evaluation of instructional materials.
12. Operate as a liaison with two client states (includes responsibility of planning for ALRC services and management of provision of services).

JOB DESCRIPTION: MEDIA AND MATERIALS SPECIALIST

1. Maintain awareness and knowledge of use of specialized materials with handicapped students.
2. Consult with SEA and LLRC units on utilization of media and materials.
3. Assist SEA, SLRC and LLRC units in design and implementation of media/materials workshops and conferences.
4. Assist information specialist in location of training or instructional materials.
5. Assist in conceptualization and design of media/materials related training materials.
6. Assist information specialist in maintaining specialized training and instructional materials information reference collection (catalogs, directories, etc.).
7. Manage delivery of consultation to states for assistance in conduct of media/materials conferences and workshops.
8. Assist SLRC and LLRC units with selection and acquisition of materials for their collections upon request.
9. Operate as a liaison with two client states (includes responsibility of planning for ALRC services and management of provision of services).

D. STATEMENT OF WORK

D. STATEMENT OF WORK

This section of the report indicates the SWALRC work conducted as it is associated with the ALRC workscope. The following areas are covered:

Area I - State Program Development

Area II - Instructional Materials Development

Area III - Media/Materials and Educational Technology Training

Area IV - Media/Materials Information System

(Area V - Materials Distribution System. This area is the responsibility of the SOMD and is not covered in this report.)

Area VI - Project Administration

WORKSCOPE AREA I: STATE PROGRAM DEVELOPMENT

I. WORK ELEMENT IA - Assist in Local and State Materials Center Stimulation or Development

A. SWALRC STRATEGY IA-01-0: Assess SEA needs and resources.

Major Activities

During the period of the project, needs assessments were conducted in all the states of the region. The needs assessments in Utah, however, were not sponsored by the SWALRC.

Results/Conclusions

In New Mexico, the needs assessments were conducted (one each year of the project) under the guize of program evaluation. A model for evaluating Learning Resource Centers was developed which has proved to be quite effective. The process is very complete and the reports indicate the strengths of the center as well as concerns that should be addressed. Recommendations were specified and examined each following year to see what progress had been made. It has been a pleasure to note that most recommendations have been implemented.

The needs assessments conducted for Colorado and the Bureau of Indian Affairs have provided the basis for program development particularly the inservice component.

The Nevada needs assessment was used as one basis for its P.L. 94-142 Part B plan.

The needs assessment conducted for Arizona provides a substantial list of recommendations all of which have not been implemented. The Learning Resource System in Arizona appears to be on its way out since these projects have been removed from the jurisdiction of special education.

Recommendations

Meaningful programs must be built upon the best identification of need that can be obtained. Only in this way can we assure ourselves that the programs will be relevant and useful. Therefore, needs assessments should be a cornerstone of planning for Learning Resource Centers.

B. SWALRC STRATEGY IA-01-2: Develop profile of existing LRC Services

Major Activities

During the first year of SWALRC operation an extensive profile of LRCs within the region was compiled. A much less extensive survey was also conducted in FY 77.

Results/Conclusions

Characteristics of the LRCs in operation in the region as of October 1, 1974 are documented in the SWALRC third quarterly report for FY 75.

Recommendations

Where possible, profiles should be obtained as this information can provide the basis for demonstrating accountability, growth of services and satisfied clientele.

C. SWALRC STRATEGY IA-02-1: Assist in the development of new LRCs

Major Activities

The SWALRC supported and enhanced the development of LRCs within the region; however, most of the development was carried out by LEAs and SEAs. In contrast, two LRCs were developed for the BIA from the ground up (conceptualization, planning, step-by-step implementation).

Results/Conclusions

The following indicates the growth of LRCs within Region 3 over the life of the SWALRC contract.

	#in '74	# in '77	Growth
Colorado	22	45	23
Utah	7	12	5
BIA	0	2	2
New Mexico	4	4	0
Nevada	1	1	0
Arizona	1	0	-1
Total	35	64	29

Recommendations

The two LRC models developed by the SWALRC for the BIA were very well received and BIA wishes to replicate these models in as many Agencies as possible. As such I recommend BEH funding to support the replication effort.

D. SWALRC STRATEGY IA-02-2: Provide financial support for state subcontract activities

Major Activities

The SWALRC program in Utah was carried out primarily through a subcontractual arrangement with the Murray School District. The program was characterized by good faith and excellence from its inception providing inservice training and technical assistance to Learning Resource Center personnel and teachers (selection and use of media, the establishment of LRCs, LRC needs assessment and evaluation). Nevada and Arizona began SWALRC service under a subcontractual arrangement but later switched to a service agreement mode which resulted in more satisfactory services than had been provided under the subcontracts.

Results/Conclusions

The subcontractual arrangement in Utah was highly productive and useful. Good communication and accountability characterize this association. Unfortunately, this was not the case for our subcontractual arrangements with Nevada and Arizona.

Recommendations

I recommend utilizing subcontractual arrangements for carrying out services to a given state only on a trial basis until a viable program of service capability has been demonstrated by the subcontractor.

E. SWALRC STRATEGY IA-02-3: Conduct new intrastate work on behalf of a state

Major Activities

Major Activities conducted under this strategy included

1. Support of LRC evaluation activities.
2. Development of a Recommendations document identifying instructional materials, equipment, and facilities appropriate to the various handicapping conditions, severity of handicap and level within the educational system.
3. Delineation of materials selection and maintenance guideline.

4. Development of an inservice component for training diagnosticians to identify and select instructional materials appropriate to a child's specific need.
5. Assistance in the establishment of procedures for planning and evaluation of LRCs.
6. Development of stimulus materials designed to help in the establishment and maintenance of LRCs.
7. Assistance to states in the implementation of individualized instruction systems (e.g. FORE).
8. Assistance in the development and implementation of needs assessment surveys.
9. Provision of support to IMC guidelines committee.
10. Development of an approach for effective use of volunteers.

Results/Conclusions

Along with the assistance provided through this workscope element a number of SWALRC products were produced which should be of use far beyond the life of the ALRC program. These products are described in Addendum A.

Recommendations

I recommend that ALRC products be examined for relevance beyond the region for which the product was produced and where the potential use merits, make these products available on a national basis.

F. SWALRC STRATEGY IA-03-7: Fund expansion of LRC services

Major Activities

This strategy was used to support some of the Utah subcontracted activities such as those delineated below.

1. Conduct of media/materials workshops.
2. Delineation of a plan for the dissemination of System FORE throughout the state.
3. Development of a plan for evaluation of Utah LRCs.
4. Facilitation of communication among LRCs within the Utah system.
5. Provision of System FORE information system access for instructional materials available in Utah.
6. Assistance in the development of the Utah State plan for dissemination and use of instructional media and materials.

Results/Conclusions

1. System FORE, initiated by the SWALRC into Utah, is now widely utilized.
2. Five new centers have become affiliated with the Utah Learning Resource System since the beginning of the SWALRC program. These have occurred in part through the efforts associated with this workscope element.

Recommendations

Utah has adapted and polished System FORE in some minor ways which make it more useful and attractive. For LRCs interested in promoting the use of this system, I recommend contacting Craig Pace of the Utah Learning Resource System

(Phone: 801-533-5256) for information concerning Utah System FORE modifications.

G. SWALRC STRATEGY IA-03-8: Conduct intrastate work on behalf of a state to expand existing services

Major Activities

Activities under this strategy included those in the following five categories:

1. Provision of documentation illustrating the operation of model LRCs.
2. Provision of potential procedures, write-ups in the areas of planning, implementation and evaluation/accountability.
3. Provision of reports, forms, and other documents that may be of use to centers in developing their services.
4. Provision of technical assistance and/or training designed to improve efficient management or enhance the media services systems.
5. Provision of products designed, developed, and tailored to the needs of LRCs within the region.

Results/Conclusions

1. The Colorado Special Education Resource Center Network was established through efforts of the SWALRC and the Colorado Department of Education. The Network was designed to encourage communication among the Special Education Resource Centers and to provide a mechanisim for sharing expertise across administrative area so

that each centers potential for relevant quality services is increased. Numerous joint efforts have already come about as a result of communication and expertise sharing.

2. * A guide for write-ups of exemplary LRCs was constructed and used in obtaining three exemplary LRC models (Georgia, Idaho, Nevada).
3. * A LRC planning and evaluation kit was constructed in a "pick-and-choose" format that facilitates the design of plans and evaluations tailored to local needs and capabilities.

Recommendations

The Colorado Special Education Resource Center Network represents an effective instructional media oriented organization which is unique among the states in that there is no state instructional media center involved. The organization has a charter (Addendum B) which is recommended to states considering the merits of a state media Network where no state IMC is in operation.

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* A description of these products may be found in Addendum A

II. WORK ELEMENT IB - Provide Technical Assistance to SEAs in State Planning of Intrastate Materials Services

A. SWALRC STRATEGY IB-02-1: Provide models and guidelines for state LRC services

Major Activities

Activities such as the following represent those conducted under this strategy. Provision upon request or noted need of

1. Instructional Materials Center Guidelines
2. Materials Center Operation Kits/Manuals
3. Materials Center evaluation kits/manuals
4. Materials center use of volunteers information
5. Recommended procedures for carrying out workshops
6. Write-ups of exemplary media centers and other relevant projects.
7. Needs assessment, evaluation, and accountability forms.

Results/Conclusions

Many elements of the models and guidelines provided have been adopted by various LRCs.

Recommendations

Many of the models and guidelines utilized to fulfill the Centers objectives associated with this workscope element were developed by the SWALRC and may be of use beyond the region. Therefore, it is recommended that SWALRC products be examined carefully and where viable products with substantial potential beyond the region are identified, make these available through a planned dissemination effort.

B. SWALRC STRATEGY IB-03-1: Assist SEA in establishing state and/or regional plans for LRC services

Major Activities

This strategy was used primarily to establish state plans for use of SWALRC services.

Results/Conclusions

Service agreements or subcontracts were negotiated for each year of the SWALRC Contract life for each of the states of the region. A number of amendments were required to make the program responsive to the developmental needs of some of the states. These ammendments have all been submitted at appropriate times to the SWALRC's project officer in Washington.

Recommendations

Planning a year in advance is essential to effective programming and provides the foundation for meaningful activities that are not crisis-to-crisis oriented. As such, I would recommend constructing long range plans (at least one year in advance] to assist effective program development.

III. WORK ELEMENT IC - Provide SEAs and LEAs Consultation on Educational Technology of Special Education Materials Usage

A. SWALRC STRATEGY IC-01: Provide consultant service to SEAs, LRCs, or LEAs

Major Activities

Much of the work associated with this strategy is in the incidental, one-time, small request category. However, the following items are representative of the types of activities conducted under this strategy.

1. Planning and implementing LRC evaluations.
2. Designing a plan to assess the adequacy of instructional materials, equipment and facilities of state special education projects and classrooms.
3. Assistance in drawing up a media network charter.
4. Providing technical assistance in the design of presentations to administrators regarding the potential of LRCs.
5. Identification of consultants outside the SWALRC who may assist the states to meet their needs.
6. Providing technical assistance in the design of brochures describing the important qualities of LRCs.

Results/Conclusions

Some states have been able to carry out better evaluations of their LRCs.

Some have carried out personnel training through consultants identified for them by the SWALRC.

Some have plans for generating administrative support for their LRCs which are derived in part from consultant assistance provided by the SWALRC.

Recommendations.

None.

B. SWALRC STRATEGY IC-02: Prepare consultant registry and provide registry information

Major Activities

The SWALRC developed a consultant registry with over one-hundred names included.

Results/Conclusions

Consultants were identified for specific state and local needs. However, the time and cost (minimal) associated with this was attributed to the particular SWALRC objective for which the consultation was to occur.

Recommendations

A carefully designed and up dated consultant registry would be quite useful to special education administrators throughout the nation. As such, I recommend the establishment of such a registry to serve the entire country.

IV. WORK ELEMENT ID - Develop Capacity for Conduct of (or participation in) Media and Materials Conferences and Workshops

A. SWALRC STRATEGY ID-ol: Conduct or assist in conducting Workshops

Major Activities

Numerous workshops were conducted (or assisted) in the following major areas:

1. Instructional materials information systems with a diagnostic/prescriptive component (System FORE).
2. Analysis and selection of instructional materials.
3. Construction and use of high-motivational instructional materials such as games, puzzles, etc.
4. Production and use of media for classroom instruction.
5. Idea Fairs where numerous topics are covered in short sessions.
6. Early childhood media.

Results/Conclusions

The following matrix illustrates the number of workshops and number of participants by type.

TYPE	# of Wksps.	# participants
Informations Systems	32	649
Analysis & Selection	15	249
High-Motivational Materials	15	687
Media	2	55
Idea Fairs	4	280
Early Childhood	1	94
TOTAL	69	2,014

Numerous replications of these workshops were conducted by participants which has provided an amplification effect.

Recommendations

Much of the rapport and support that the SWALRC enjoys in its region was originally developed through workshop contacts. For Centers establishing themselves, it is recommended that they consider using workshops to help "open the door."

B. SWALRC STRATEGY ID-03: Maintain resource files of training materials

Major Activities

Training materials for use in SWALRC workshops have been acquired and maintained. No attempt was made to maintain such materials for loan purposes.

Results/Conclusions

The materials resource files maintained were essential for the conduct of SWALRC workshops.

Recommendations

None

V. WORK ELEMENT IE - Devise and Execute a Plan for Dissemination of Child-Use Instructional Materials-Related Information to SEA-Designated Recipients

A. SWALRC STRATEGY IE-01: Disseminate NIMIS-derived child use materials information through SEAs requesting such services.

Major Activities

As requests were obtained, these were passed on to the NIMIS staff who were very good about responding when they could.

Results/Conclusions

NIMIS responded to all requests which were within their capability.

Recommendations

Produce categorical bibliographies from NIMIS files and provide these to Learning Resource Centers to enhance the probability of use.

VI. WORK ELEMENT IG - Act as the Interface Between Locally Expressed Need for Materials Information and Materials Loan and the ALRC/NCEMMH Resources for Meeting Such Needs.

Major Activities

Potential Network Services were discussed at SWALRC workshops, board meetings and at professional conferences. In addition, requests for services were referred to the appropriate Network component.

Results/Conclusions

Some requests were undoubtedly stimulated by the knowledge such services existed.

Recommendations

Don't advertise services until they are truly available. Do not oversell.

WORKSCOPE AREA II: INSTRUCTIONAL MATERIALS DEVELOPMENT

I. WORK ELEMENT IIA - Identify Needed Instructional Materials and Prioritize Needs

A. SWALRC STRATEGY IIA-01: Participate in phase-in National Needs Assessment Efforts

Major Activities

The SWALRC has actively participated in the National Needs Assessment from its inception to its present status. The SWALRC helped to conceptualize the study, assisted in construction of the forms, and actively encouraged the participation of the states within Region 3.

Results/Conclusions

The bureaucratic snags in this study have been unbelievable. The contractors are undoubtedly frustrated.

Recommendations

The SWALRC supports the Needs Assessment concept fully. However, a simpler more direct process must be evolved.

WORKSCOPE AREA III: MEDIA, MATERIALS AND EDUCATIONAL TECHNOLOGY TRAINING

I. WORK ELEMENT IIIB - Execute a Plan to Make Needs Known to Pre and Inservice Training Institutions and Agents and Provide Consultation Services to Same

A. SWALRC STRATEGY IIIB-02-2: Participate in Special Office Training

Major Activities

The SWALRC participated in all Special Office Training made available.

Results/Conclusions

The Special Office for the Hearing Impaired provided training that was later used by the SWALRC in its region.

Recommendations

Be sure training is relevant and well-prepared prior to the training sessions.

II. WORK ELEMENT IIIC: Help Trainers Locate Extant and Usable Training Programs and Materials Which Fulfill Needs

Major Activities

The SWALRC has attempted to locate training materials upon client request. Where appropriate training materials could be located, these were disseminated to the client.

Results/Conclusions

Some workshops were carried out within the region with better materials than would normally have been the case.

Recommendations

None.

III. WORK ELEMENT IIIE: Classify, Describe and Encode Media-Training Materials for Information Base Entry

A. SWALRC STRATEGY IIIE-01: Locate information on media-training materials for information base entry

Major Activities

Training materials were reviewed for possible inclusion in NIMIS as a process incidental to the SWALRC activities.

Results/Conclusions

A number of training materials including some regarding IEPs have been reviewed.

Recommendations

None.

WORKSCOPE AREA IV: MEDIA AND MATERIALS INFORMATION SYSTEM

I. WORK ELEMENT IVW: Serve as an Intermediary Between States and National Information System.

A. SWALRC STRATEGY IVW-03-1: Participate in NIMIS Training

Major Activities

The SWALRC has participated in NIMIS training and has used its computer terminal to make materials searches for clients within the region.

Results/Conclusions

A number of searches have been conducted including some in the following areas:

1. Severely and Profoundly Handicapped
2. Work Study
3. Learning Disabled
4. Deaf Language
5. Vocational
6. Materials with Child Educational Progress Tracking Systems

Recommendations

Make topical bibliographies available to LRCs.

WORKSCOPE AREA VI: ALRC PROJECT ADMINISTRATION

I. WORK ELEMENT VIA: Conduct project planning, monitoring, reporting and other necessary Management functions.

A. SWALRC STRATEGY VIA-01: Conduct project planning

Major Activities

Service Agreements or subcontracts have been drawn up in conjunction with the respective states of the region for each year of the life of the SWALRC Contract. To accommodate changing needs with the states, several amendments to service agreements were required.

Policy Board meetings have been conducted to assure the Board's active participation in the development, review and endorsement of the ALRC's program activities.

Results/Conclusions.

Twenty service agreements or subcontracts and twelve ammendments were constructed.

The policy board has met quarterly throughout the contract period.

Recommendations

Continue the use of service agreements. They help state departments of education in their long range planning and provide a well defined basis for program implementation.

Continue the use of a policy board made up of state directors of special education to help assure the programs for the region are responsive to the needs of the states in the region.

B. SWALRC STRATEGY VIA-02: Conduct Internal Monitoring

Major Activities

Activities under this strategy were:

1. Strategy-by-strategy progress monitoring
2. Professional time recording and analysis
3. Specific cost and pro-rated general cost accounting
4. Purchasing of materials and services
5. Processing expense accounts
6. Tracking expenditures by line item category and strategy.

Results/Conclusions

Following the proper monitoring procedures has assured that the director and staff were kept aware of the program progress and could make adjustments where necessary to make the activities as effective as possible.

Recommendations

All centers should place into operation an effective monitoring system such as the one used by the SWALRC so that the program may be well managed and to assure that effectiveness and efficiency is maintained at all times.

C. SWALRC STRATEGY VIA-03: Prepare Project Reports

Major Activities

Under this strategy the SWALRC developed progress reports on a quarterly basis, prepared reports of subcontracted activities and developed this final report for the total project period. In addition, a directory of instructional materials loan and information centers was prepared.

Results/Conclusions

Regional reports and center directory were published and submitted to interested agencies.

Recommendations

Preparation and timely submission of relevant reports are a necessary function of centers such as the ALRCs.

II. WORK ELEMENT VIB: PARTICIPATE IN LRCP COORDINATION ACTIVITIES

A. SWALRC STRATEGY VIB-01: Provide liaison with LRCP units and participate in meetings with program units and target groups.

Major Activities

Activities under this strategy included:

1. Performance of liaison activities with LRCP units
2. Participation in meetings and conference both to the ALRC/SO/NCEMMH program and those involving external agencies where SWALRC personnel participated to benefit program interests.
3. Participation in national conferences to increase the skills of staff to better perform the SWALRC functions.
4. Participation in meetings and conferences for professional development. Refers to professional associations and activities outisde the ALRC/SO/NCEMMH program intended to enhance professional capabilities and competencies of the staff.

Results/Conclusions

1. Maintained liaison with LRCP units.
2. Participated in LRCP Committee meetings.
3. Participated in meetings and conferences to benefit program interests.
4. Staff attended meetings and conferences for professional development.

Recommendations

It is important that centers such as ALRCs develop and pursue plans for interaction with other regional centers and agencies to address common problems and concerns.

One should recognize the need for growth of professional personnel to enhance their capabilities and to establish and maintain ties with the professional community. As such, federally funded programs such as the ALRCs should allocate a small amount of funds for this purpose.

SUMMARY OF MAJOR PROJECT SUCCESS/IMPACT ON SPECIAL EDUCATION DELIVERY SYSTEMS

This section of the report consists of three (3) components:

SWALRC MAJOR SUCCESSES

LETTERS OF SUPPORT

STATE-BY-STATE CRITICAL ACTIVITIES

SWALRC MAJOR SUCCESSES

The SWALRC feels its major successes were in the following areas:

1. The development of a Special Education Resource Center Network in Colorado.
2. The establishment of two model Learning Resource Centers for BIA and five centers in Utah.
3. The design and implementation of an evaluation model for New Mexico Service Centers.
4. The introduction of System FORE to the states of the region (Utah, Colorado, BIA and New Mexico).
5. The inservice training that has led to the expanded LRC capabilities in the region.
6. The introduction of a LRC planning model.
7. The development of numerous products that have had high demand both within and outside the region.
8. The participation in inter-regional cooperative efforts designed to enhance the utility of System FORE.

Each of these is more fully developed below.

1. Colorado Special Education Resource Center Network

Through the joint efforts of the SWALRC, the Colorado Department of Education, and the Special Education Administrative Units, a Network of Special Education Resource Centers was established to provide a vehicle for sharing information and technical assistance among Centers and to encourage cooperative efforts growing out of common needs among the centers.

IMPACT

A charter for this organization has been constructed and ratified by the Network membership (see Addendum B). A newsletter has been established and cooperative training efforts have been and continue to be conducted.

The potential for Special Education Service Centers has been greatly enhanced by the establishment of this network.

2. Model Learning Resource Centers (LRCs)

The SWALRC was requested by the BIA to establish a model Learning Resource Center to demonstrate the feasibility and utility of such Centers. The Northern Pueblos Agency in Northern New Mexico was chosen as the model site due to their strong interest.

The LRC project was a joint effort by the SWALRC and the BIA conducted in accordance with a multi-year service agreement delineating a step-by-step developmental process. SWALRC support included training, technical assistance, the purchase of seed materials, the LRC director's salary, consultant fees, travel and workshop supplies. The BIA supplied the building and remodeling costs, instructional materials beyond the seed collection, office equipment, office supplies, and an assistant. During the second and third year of the service agreement, the Northern Pueblos Agency absorbed all costs except for technical assistance, and inservice training.

Emphasis during the first year was upon the establishment of a "core" LRC program including a materials demonstration and distribution service, the initiation of an individualized instruction support capability, and an inservice training component. Because the LRC concept was new in the Northern Pueblos Agency, a substantial public relations effort was essential. For the Center to operate successfully, the educational staff, the school board and the parents need to understand how children could benefit instructionally from the program. An Advisory Board provided an excellent means of disseminating information to the community and schools about the Center functions and operation.

The Board was comprised of principal-teachers, resource room teachers, school board members, a school counselor, and the Center director. These individuals were instrumental in obtaining office items from the various schools including a desk, a typewriter, a storage cabinet, office chairs, and an offset press.

While the Board has proved to be an excellent means of information dissemination, its major purpose has been to provide recommendations with regard to the maintenance and development of the Center and the establishment of service policies. The Board has been highly active in the Center's development even including assistance in remodeling the building for the provision of media services (painting walls, furniture, etc.; washing windows; staining boards for shelves; cleaning storage closets; collecting scraps and other items for use in educational art and media construction; and the painting of Indian-design decorations for the Center).

The LRC was designed to offer a comfortable and relaxing atmosphere where visitors can browse, plan curriculum, make instructional materials and share ideas, triumphs and problems. Patrons are encouraged to phone with their requests when they are unable to come to the Center. The director also delivers materials and provides direct assistance to the educational staff at their own schools through regularly scheduled visits. Individualization of instruction has been and will continue to be a priority service item for the Center. Along those lines, System FORE was introduced to each of the schools in the Northern Pueblos Agency and is utilized in all their resource rooms for children with special needs.

IMPACT

Replication of the model has already begun. Furthermore, the model has been so effective that the Central

Education Office for BIA in Albuquerque has indicated an interest in replicating the model in all 35 Agencies with schools as rapidly as possible.

3. New Mexico Special Education Service Centers Evaluation Model

The evaluation was designed to provide information to assist the Division of Special Education in decision making and to provide immediate feedback to the staff of each Center regarding the findings specific to their operation. Specific purposes of the evaluation included:

a. Determining if the Special Education Regional Service Centers were meeting the requirements of their contractual agreements.
b. Evaluating the effectiveness of services to users.
c. Evaluating the effectiveness of internal management.
d. Providing the basis for improving services.
e. Providing the basis for the improvement of the internal management process.

To accomplish these purposes:

a. The Service Centers were requested to gather and compile information for the on-site audit team to review.
b. A mail survey was conducted addressing client satisfaction and recommendations. A validation follow-up was conducted by phone.
c. An on-site review of program and management procedures was carried out by an audit team consisting of six members (3 official and 3 ex-officio). The official members consisted of professionals in the field of media/

materials, evaluation, and educational diagnosis.

The 3 ex-officio members consist of the following:

> The State Department of Education, Division of Special Education. This representative's primary responsibilities were (a) to provide accurate information regarding state and federal requirements, guidelines, etc. relevant to the SERSC contracts and (b) to participate in the Program Audit sessions as assigned by the chairman.
>
> A SERSC director from a site other than the one undergoing the audit. The responsibilities of this representative included (a) acting as a consultant to the Audit Team to assure a realistic perspective and to diminish the possibility of a mis-interpretation of the facts on the part of the audit team and (b) to participate in the Program Audit sessions as assigned by the chairman.
>
> A SWALRC representative whose major responsibilities were (a) to convey the recommendations for carrying out the Program Audit and the associated rationales to the Audit Team and (b) to participate in the Program Audit sessions as assigned by the chairman.

Support to the audit team was provided in the form of an overview of the process and its purpose, forms for collecting information, and general guidelines and associated schedule for carrying out the evaluation.

IMPACT

The evaluation reports delineated strengths, concerns, and recommendations for each Center. It has been a pleasure to note that most of the recommendations covering a 2-year period have been implemented (47 of 68 or nearly 70%).

4. Introduction of System FORE to Region 3.

System FORE provides the basis for individualizing certain aspects of the curriculum for the handicapped child. The system has developed skills continua in the areas of language, reading and math. Each of these skills is tied to assessment items and to various instructional materials that address that skill. The system also provides a means for grouping on the basis of skill needs and illustrates how individual child educational progress tracking may be accomplished in a relatively simple fashion. Such systems will be the "life-blood" of the IEP process required by P.L. 94-142.

IMPACT Workshops our Center has conducted and replications of these workshops have resulted in about 45 school districts adopting the use of System FORE.

5. Expanded LRC Capabilities Through Inservice Training

Numerous workshops were conducted (or assisted) in the following major areas:

a. Instructional materials information systems with a diagnostic/prescriptive component (System FORE).
b. Analysis and selection of instructional materials.
c. Construction and use of high-motivational instructional materials such as games, puzzles, etc.
d. Production and use of media for classroom instruction.
e. Idea Fairs where numerous topics are covered in short sessions.
f. Early childhood media.

The following matrix illustrates the number of workshops and number of participants by type:

Type	# of Workshops	# of Participants
Information Systems	32	649
Analysis and Selection	15	249
High-Motivational Materials	15	687
Media	2	55
Idea Fairs	4	280
Early Childhood	1	94
TOTAL	69	2,014

Numerous replications of these workshops have occurred. *IMPACT* The SWALRC estimates that an additional 2000 or more individuals have been trained as a result.

6. LRC Planning

The NWALRC's Four Steps to Writing an LRC Plan was *IMPACT* introduced by the SWALRC in Colorado and Utah. It is estimated that 30 LRCs now use this process for constructing their yearly plans. We believe this has led to a substantially improved planning capability for those centers.

7. SWALRC Products

The SWALRC has developed a number of products over the life of its contract. Some of these are exceptionally well-suited for use outside the region. As an example, our *IMPACT* Learning Resource Center Planning and Evaluation Kit has been adopted by all the 150 LRCs in Tennessee. While we do not have a report on use of the Kit in other states outside our region, we have disseminated it to the ALRCs and assume they have assisted in making it available to others. Within our own region, 52 centers have adopted the product. Other products for which we have had a high demand include:

a. Using Volunteers in Learning Resource Centers

b. Recommendations for Instructional Materials, Equipment and Facilities for Handicapped Students

c. Including the Kitchen Sink (descriptions of instructional games)

d. "Learning Resource Center Needs Assessment Survey"

Other products such as our Survival Kit for Learning Resource Centers represent products recently completed with little time for dissemination. We believe this is an excellent product that should be considered for further distribution.

A list of major SWALRC products with a brief abstract is appended to this report.

8. Inter-regional Efforts to Enhance System FORE

System FORE is an individualized instruction system that identifies relevant instructional materials for a specific child on the basis of a child's skill needs determined through informal test items that are in turn correlated to a skills continuum. Use of the system results in an individualized instructional program in the areas of language, math and reading for the children involved.

The Southwest Area Learning Resource Center (SWALRC), in cooperation with the NWALRC, and the California LRC, *IMPACT*

examined System FORE to identify adaptations and modifications that would enhance the system without outdating FORE components already in use in the field. As a result, ambiguities in language in the skills sequences were "cleaned up," more relevant pictures were substituted, and a new materials correlation list was constructed using a standard procedure for encoding instructional materials into System FORE.

LETTERS OF SUPPORT

One criteria of a successful service system is the satisfaction of its clients. In this regard, the following letters are submitted as evidence.

Summary of sources:

Joanne S. McElderry, Denver, Colorado
Robert Friedman, Santa Fe, New Mexico, BIA
Dorothea B. Souza, McDermitt, Nevada
Joanne Gilles, Salt Lake City, Utah
Marie Roane, Washington, D.C .
Martha L. Cole, Las Cruces, New Mexico
Floyd Baribeau, Boulder, Colorado
Connie Rose, Denver, Colorado
Robert Felix, Delta, Colorado
Rod Killian, Des Moines, Iowa
Mark Hussman, Zephyr Cove, Nevada
Shirley Swinney, Colorado Springs, Colorado
Charles C. Bomont, Santa Fe, New Mexico
Beverly Crawford, Santa Fe, New Mexico, BIA
John A. Bellomo, Commerce City, Colorado
Elizabeth Mellon, Charlotte, Michigan
Geralyn DeVore, Durango, Colorado
Helen A. Ryley, Boulder, Colorado
Cledith Murphrey, Portales, New Mexico
R. Elwood Pace, Salt Lake City, Utah
Diane Erbert, Phoenix, Arizona
Elie Gutierrez, Santa Fe, New Mexico
David R. Crawford, Denver, Colorado
Larry "Smokey" Davis, Carson City, Nevada
Robert E. Hall, Albuquerque, New Mexico, BIA

February 25, 1977

RECEIVED
MAR 2 1977

Ms. Marie H. Roane
Educational Program Specialist
USOE/BEH/LRB
400 Maryland Avenue SW
Rob-3, Room 2020
Washington, D.C. 20202

Dear Ms. Roane:

I would like to express my appreciation for the excellent service received by Colorado through our State Department contract with the Southwest Area Learning Resource Center.

The SWALRC staff has been an invaluable resource to me in areas related to materials development and utilization focused on improved learning for pupils in special education. In my responsibility for the operation of the Denver Public Schools' Special Education Instructional Resource Center, I have received:

- prompt responses to numerous requests for information
- linkage with a variety of valuable information sources
- feedback on ideas for local innovation from a regional perspective
- assistance with grant writing
- input of new ideas
- training for inservice leadership
- training for more effective Instructional Resource Center administration
- training of in-district trainers
- facilitation of communication within the State
- support for intra-district cooperation.

SWALRC has been a dependable source of high quality service delivered with sensitivity to individual needs. I would like to request your support for continued funding. Our need for this quality resource will grow as we strive to meet the challenge of PL 94-142.

Sincerely,
Joanne S. McElderry

(Mrs.) Joanne S. McElderry
Resource Specialist
Office of Special Education
Instructional Resource Center
Denver Public Schools
1521 Irving Street
Denver, CO 80204

JSM:ch

pc: Dr. Dave Crawford, Colorado State Department of Education
Dr. Constance Rose, Colorado State Department of Education
Mr. Theodore R. White, Jr., Denver Public Schools
Dr. Jonathan Curtis, SWALRC
Ms. Sharon Meier, SWALRC

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
NORTHERN PUEBLOS AGENCY
P. O. BOX 580
SANTA FE, NEW MEXICO 87501

IN REPLY REFER TO:
Education

FEB 07 1977

MEMORANDUM

To: Administrator, Indian Education Resource Center
Attention: Chief, Continuing Education

Through: Assistant Area Director (Education)

From: Superintendent

Subject: Northern Pueblos Agency Learning Resource Center

The Northern Pueblos Agency Learning Resource Center which was conceptualized in 1974 has been a cooperative effort that has involved your office, the Southwest Area Learning Resource Center in Las Cruces, the Albuquerque Area Office and the Northern Pueblos Agency.

The purpose of the Center is to render assistance to the Northern Pueblos Agency Special Education and regular classroom teachers and their aids in selecting materials and techniques to individualize instruction so as to meet the needs of individual children.

The Northern Pueblos Agency Learning Resource Center has been in operation for almost two years. During the first year the Center was funded largely by the Southwest Area Learning Resource Center. The Southwest Area Learning Resource Center also furnished or arranged for, that indispensable technical aid and training to Agency Education personnel needed to insure the effective utilization of the Center.

This Center is proving to be an integral part of the agency's education program. It is offering the Northern Pueblos Agency Education staff a variety of alternative materials and techniques to better serve the individual needs of our students.

I sincerely support our Learning Resource Center and its concept. I believe it is an invaluable tool and technique for individualizing instruction of our students. The Agency's Branch of Education has, as one of its goals, the individualization of instruction in its Day Schools and the Learning Resource Center will play a key role in achieving this goal.

BUREAU OF INDIAN AFFAIRS
RECEIVED

FEB 09 1977

ALBUQUERQUE
DIVISION OF CONT[illegible] EDUCATION

I would like to express my gratitude to you and the Southwest Area Learning Resource Center at Las Cruces, New Mexico, for the splendid work you have done. It is my belief that the Southwest Area Learning Resource Center in Las Cruces is presently performing a very valuable service. I further believe that the need for this kind of service will become acute as individualized instruction becomes more of a requirement in all schools for all children.

Robert [illegible]
Superintendent

McDermitt Combined Schools
Post Office Box 105 - McDermitt, Nevada 89421

Mahlon Marshall
PRINCIPAL

Telephone
702/532.8761

Sharon S. Meier
Southwest Area Learning Resource Center
New Mexico State University
Las Cruses, New Mexico

Dear Sharon,

It hardly seems possible that your "make-it-take-it" workshop held at UNR was three weeks ago tomorrow! It seems as if I am continuously singing the praises of you, Sandra, Dave and Lucille to anyone and everyone who will listen to me. I am becoming repetitous.

I consider myslef a pretty creative teacher, but after seeing everything at the workshop made by other teachers as well as all of the activities collected by you--well, I'm now sure that my brain has been atrophied for at least the last ten years. It was not exactly an ego trip!

I have already put into every day practice the games and activities I made at the workshop, and am constantly analyzing everything on my very cluttered desk to see how it can be utilized as a teaching aid or game. I have shared many of the ideas with my fellow teachers and they have been most enthusiastic. From Junior High down to Third Grade, your missing factor multiplication game (I call it ZAP) has become the rage of the school.

I put my share of the books, papers, phamphlets and paraphernalia in the teachers' room. They are well used and more than a little dog-eared by now. There has been quite a bit of stimulating conversation as the result or these papers, and lots of notes have been taken.

Is there any way that this type of a workshop could be produced right here in Humboldt County? We are pretty much "out of it" up here and I think that everyone would greatly benefit from your workshop. As a matter of fact, I was singing your praises to our new principal, Mr. Christensen, and he agreed with me that if there is ever another workshop at UNR (Are YOU giving another one in May?) that he is going to get personal leave for as many of our elementary teachers and aides as possible for us to attend.

Because McDermitt is so far out, we feel that we are treated as "second-class citizens" in the Humboldt school district. There never seems to be enough supplies or money. Your workshop is a God-send for schools in this position. We are long on spirit and co-operation but short on basics.

Please let me know if there will be another workshop somewhere in Nevada within the next ten years. I shall guarantee that at least ten or twelve McDermittites will arrive en masse.

Again that had to be the greatest hands-on workshop experience ever!

Thank you.

Dottie Souza

Dorothea B. Souza
Title I
McDermitt Combined Schools
McDermitt, Nevada 89421

copy: David Willard
Nevada Department of Education
Carson City, Nevada

UTAH STATE BOARD OF EDUCATION
UTAH STATE BOARD FOR VOCATIONAL EDUCATION
250 East Fifth South Street, Salt Lake City, Utah 84111
WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RECEIVED
APR 11 1977

4984 South 300 West
Murray, Utah 84107
April 6, 1977

Dr. Jon Curtis
Southwest ALRC
New Mexico State University
College of Education
Box 3-AW
Las Cruces, New Mexico 88003

Dear Jon:

I want to compliment you and your staff on the Material Recommended List which you developed at the ALRC.

Realizing that this type of listing doesnot replace personal technical assistance, but provides Special Educators with guidelines not only for acquisition, but for utilization of the media that is often available.

This listing is comprehensive and provides directions for many varied delivery systems, yet is flexible for individual implementation.

I know it will be a reference we will use at the ULRC to assist the staff in providing "tried and true" material, identified by personnel on the action level. With the format of workshops and personal technical assistance we are involved with , this document will certainly be an assistance in these goals.

Again, I compliment you for your efforts.

Sincerely,

Joanne Gilles, Specialist
Special Education Media

JG:sm

LERUE WINGET, Associate Superintendent
Office of Instruction Services

VERE A. McHENRY, Administrator
Division of Staff Development
Pre-Service Teacher Education & Certification (801) 533-5965
In Service Staff Development (801) 533-5965
Special Education (801) 533-5982

RECEIVED
MAR 31 1977

March 23, 1977

Ms. Martha L. Cole
1221 Edgewood
Las Cruces, New Mexico 88001

Dear Ms. Cole:

Thank you for your letter of February 23 regarding your participation in the Idea Stimulation Fair, sponsored by the Southwest Area Learning Resource Center. It is gratifying to receive such testimony as yours to the work being performed by the SWALRC. I, too, have been favorably impressed with Dr. Curtis and his staff in implementing the mission of the ALRC. I do appreciate your taking out the time to let us here in BEH know of the value to you of such a conference.

Sincerely,

Marie Roane
Education Program Specialist
Learning Resources Branch
Bureau of Education for the
Handicapped

cc: Dr. Curtis ✓

BOULDER VALLEY PUBLIC SCHOOLS
SCHOOL DISTRICT NO. Re2, BOULDER COUNTY
P.O. BOX 11
BOULDER, COLORADO 80302
(303) 447-1010

March 17, 1977

Dr. David Crawford
Colorado Department of Education
201 E. Colfax Avenue
Denver, CO

Dear Dr. Crawford:

In view of the forthcoming review of the ALRC and RRC service centers, and their support of state and local Special Education programs, we are sending this letter as a statement of the Boulder Valley Schools' support for continuation of the Southwest Area Learning Resource Center with its present or very similar commitment and work scope.

As Federal legislation continues to mandate diagnostic, educational and material requiremtns for which local districts are hard pressed to provide compliance, both in the area of funding and pre-service training for its staff. Agencies such as the ALRC's are a truly important resource component. Without the expertise which has been accumulated in the staff of these agencies, states and districts are left to develop training and implementation methods and techniques as funding and local expertise will allow.

Boulder Valley Schools have been able to take advantage of the majority of the training and implementation sessions made available through the CDE and the ALRC. We have implemented in the District components from training received in System F.O.R.E., teacher made materials, I.E.P.'s, resources for funding of Materials Centers, techniques and methodology for development and implementation of the Resource Center concept and information regarding materials such as the Instructional Based Appraisal System.

We have utilized information received through the ALRC to secure publications from the National Center on Educational Media and Materials for the Handicapped (APROPOS) and from the Texas Area Learning Resource Center (NOTES). We have utilized the facilities of the NCEMMH organization in requesting abstracts and searches for materials relating to survival skills. We have also had ready access to continual materials list updates and extensions of the F.O.R.E. program.

As a result of association with the ALRC and its staff, we have been intimately involved in the development of the Colorado Special Education Resource Center Cooperative Network. We have also taken advantage of the expertise shared through cooperation of the RRC and ALRC by both sending representatives from the District to visit installations in other areas and bringing in expertise from Utah for District In-service. We have been most impressed with the quality of expertise and management available through the personnel connected with the Resource Centers in several areas of the country.

Programs are still in their infancy. Effective implementation of the ideas and training supported and initiated by and through the ALRC are just beginning to really effect District and state-wide programs. Change, whether mandated with a beginning date or developed as a result of need, is notoriously slow. To withdraw support as the effect of change is in its infancy, is to encourage that change to wither and eventually disappear. It has taken time to recover from the discontinuation of the REMSIC organization. We, as a District, and Colorado, as a State, are on the upswing. The Southwest Area Learning Resource Center has been an effective and supportive resource in our development. Continuation of this resource is felt to be imperative to the continuity and implementation of programs and ideas presently in the developmental stages. Thus, your support of the agency in its review for continued services will be appreciated.

Sincerely,

Floyd

Floyd Baribeau
Director of Special Education

FB:nh

cc: Jon Curtis

cde

COLORADO DEPARTMENT OF EDUCATION
Calvin M. Frazier, *Commissioner*

COLORADO INSTRUCTIONAL MATERIALS CENTER
State Library Building, 1362 Lincoln
Denver, Colorado 80203
(303) 892-2181

February 22, 1977

RECEIVED
FEB 23 1977

Jonathan J. Curtis, Ed.D.
Project Director
SWALRC
Box 3 AW
Las Cruces, New Mexico 88003

Dear Jon:

The Idea Stimulation Fair was again a great success. The feedback I have received from the participants has been all to the super pluses with only two exceptions which were individual concerns about particular sessions.

Please send four to six (preferably the latter) Learning Resource Center Evaluation Kits. Two will be replacements for Boulder Valley (Helen Ryley) and Southwest BOCS (Julia Howerton).

I have received several requests for copies of the Individual Education Program Kit developed by Midwest Regional Resource Center. I understand that Colorado may borrow a copy from SWALRC to check out to requestors for reproduction. If so, please send it along.

Also, requests for copies of The Individual Monitoring System, Educational Services, Exceptional Child Center, Utah State University, have been noted. To date, twelve copies would cover requests. Is it possible to obtain them?

The above is just a very small sample of the impact the Fair had on Colorado and is not really representative of the total impact.

Accolades to you and your staff for SWALRC's great support of Colorado's special education programs.

Sincerely,

Connie

Connie Rose, Consultant
SEIMC

dls

RECEIVED
MAY 26 1977

Mr. Robert Felix, Director
Instructional Materials Center
Support Services Building
1002 Hastings Street
Delta, Colorado 81416

May 24, 1977

COPY

Mr. David R. Crawford
Executive Director
Special Education Services
State Office Building
201 E. Colfax
Denver, Colorado 80203

Dear Mr. Crawford:

This letter is submitted in support of the Southwest Area Learning Resource Center (Region 3).

I would just like to state very simply that the Center has been of invaluable help to Delta County Joint School District #50. A few of the aides and workshops sponsored by the Center from which we gained much useful information were the Colorado Idea Stimulation Fair; the Colorado Special Education Resource Center Cooperative Network; and the Games, Gidgets, & Gadgets workshop held each year. It has been a relief to have the highly specialized services of the Cooperative Network at our disposal—we have felt free to call them at any time, secure in the knowledge that they will always have the resource the IMC needs to aid a particular teacher or program. We have enjoyed being able to work with the Network and look forward to working with them in the future.

In conclusion, it would be a hardship to be without the many services provided by the Southwest Area Learning Resource Center.

Sincerely,

Robert Felix, Director
Instructional Materials Center

RF/jrw

cc: Mr. Jonathan J. Curtis

midwest
area learning resource center
alrc

1336-26TH STREET DRAKE UNIVERSITY DES MOINES IOWA 50311 515/271-3951

RECEIVED
FEB 22 1977

February 16, 1977

Dr. Jon Curtis, Director
Southwest Area Learning Resource Center
New Mexico State University
Box 3AW
Las Cruces, New Mexico 88003

Dear Jon:

THANK YOU for the opportunity of participating in the Colorado Idea Stimulation Fair February 10-11, 1977. The sessions that I had the opportunity to observe were excellent. The participants surely obtained many ideas from the presentations.

It was gratifying to see needs assessment data in action. I commend you and your staff for an outstanding job of planning and conducting the Fair.

Give my thanks to the rest of the staff. Have a pleasant Spring.

Very truly yours,

Rod Killian

Rod Killian
Project Evaluator

RK:omw

Arkansas • Iowa • Kansas • Missouri • Nebraska • North Dakota • Oklahoma • South Dakota

In cooperation with U.S. Office of Education, Bureau of Education for the Handicapped

Re: Materials Workshop by Sharon Meir at UNR
Jan 27, 28, 29, 1977

February 7, 1977

Mr. D. A. Willard
Nevada Department of Education
Capital Complex
400 West King
Carson City, Nevada 89710

Dear Mr. Willard,

I was lucky enough to get into the Materials Workshop program put on by Sharon Meir of the Southwest Area Learning Resource Center and sponsored by Dr. Lucille Guckes at the University of Nevada.

The program was excellent! It is just what teachers need in the middle of the year - new creative and educational ideas that can be easily applied in their own classrooms. I have, in fact, signed up for the next workshop in May if it is held.

Just wanted to let you know about this important and worthwhile program for continued support in the future.

Yours truly,

Mark Hussman
4th grade teacher
Zephyr Cove Elementary School
Box 7, Zephyr Cove, Nv. 89448

PIKES PEAK BOARD OF COOPERATIVE SERVICES

P.O. BOX 5242 • MAIN AT LETA • COLORADO SPRINGS, COLO. 80931 • (303) 390-7851

July 8, 1977

Dr. Jon Curtis, Director
Southwest Area Learning Resource Center
New Mexico State University
P. O. Box 3-AW
Las Cruces, New Mexico 88003

Dear Jon,

I am writing to express my appreciation for the excellent assistance I have received from the SWALRC over the past three years.

As a media specialist new to special education, faced with the task of setting up and operating a SEIMC, I have found your services invaluable in carrying out my role. On every occasion when I have asked for assistance it has come promptly with just what I needed.

The most recent workshop I attended was the Ideas Stimulation Fair in Denver in February. I had begun to feel most workshops are not worth the time away from the office. However, this was the most informative (and fun) training session I have ever attended. Sharon Meier had done a fantastic job of organizing and arranging. Every minisession was well prepared, concise, informative and interesting. Joyce Blasi presented an excellent session on analyzing materials that every media specialist should attend. And the assistance we received in developing the Colorado Special Education Resource Center Cooperative Network will undoubtedly prove of greater and greater value as time goes by.

This summer in cooperation with Colorado University I have been working with SWALRC in partial fullfillment of the practicum requirement in the master's program in special education. The training completed in Utah with Joanne Gilles was excellent. She is a great person to emulate in using instructional materials. Working at the ALRC I have come to admire the staff and what they are doing.

The new federal legislation makes the need for your center more imperative to assist us in compliance. We wholeheartedly support continuation of the SWALRC with its present commitments.

Sincerely,

Shirley Swinney

Shirley Swinney, Media Specialist
Instructional Materials Center

SS/md

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION — EDUCATION BUILDING
SANTA FE - 87503

RECEIVED
FEB 16 1977

LEONARD J. DE LAYO
SUPERINTENDENT OF PUBLIC INSTRUCTION

February 15, 1977

Jonathan J. Curtis, Ed.D.
Project Director
Learning Resource Center (Region 3)
College of Education
Box 3AW
Las Cruces, N.M. 88003

Dear Jon:

Many thanks for the information on SWALRC TRAINING. I must confess that I saw much of me in the problem area.

This is an extremely important project, especially in light of teacher supply-demand projections for the next five years. Most of our work is going to be in the area of retraining currently employed teachers - not in training new teachers - in spite of what some education deans and university presidents seem to be saying.

I'll be most interested in any other work you do in this area, Jon, and will appreciate your keeping me in mind.

I've attached for your reference a few pieces of correspondence which describe my current Right to Read project. As you can see, my concern is actually providing enough redundancy of experiences in several different ways so that teacher training does stick. I'll share with you whatever data we develop this year.

Regards,

Chuck

Charles C. Bomont, Ph.D.
Director, State Right to Read

ccb:cp

New Mexico Salutes the American Revolution Bicentennial —

Nuevo México saluda al bicentenario de la revolución americana

IN REPLY REFER TO:
Education

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
Northern Pueblos Agency
P. O. Box 580
Santa Fe, New Mexico 87501

BUREAU OF [illegible] AFFAIRS FEB 04 1977
RECEIVED
FEB [illegible] 1977
ALBUQ[illegible]
DIVISION OF C[illegible]CATION

Dr. Robert Hall
Indian Education Resource Center
P.O. Box 1788
Albuquerque, New Mexico 87103

Dear Dr. Hall,

On behalf of the Northern Pueblos Agency Education personnel, I would like to express our appreciation for the Learning Resource Center.

This year we have Alvin Boyer as our Learning Resource Center Director and we have also hired Judy Dasheno as a permanent clerk-typist.

The Director has been providing many services to the school. Some of them are, informing the local school boards and parent councils about the Learning Resource Center, conducted workshops for the teaching staffs, and helping with Systems Fore which is for individualizing instruction to the students.

The Southwest Area Learning Resource Center in Las Cruces has worked closely with us and so far they have conducted a Systems Fore Workshop for our resource room teachers and aids. Another workshop was to involve parents in assisting their children in selection and use of materials for instruction in the home. Another workshop in Language Arts/Reading materials was held.

I know that without our Learning Resource Center we would not have been able to help our teaching staff with all the above mentioned activities.

The Learning Resource Center has become an integral part of our Northern Pueblos Agency Day Schools.

Sincerely yours,

Bev J Crawford
Beverly J. Crawford

adams county / school district 14

OFFICE of SPECIAL SERVICES

4720 E. 69th Ave., Commerce City, Colorado 80022
Telephone 288-0791

RECEIVED
FEB 28 1977

February 24, 1977

Jonathan J. Curtis, Director
Southwest Area Learning Resource Center
College of Education
Box 3AW
Las Cruces, New Mexico 88003

Dear Jon:

The recent conference sponsored by the Southwest Area Learning Resource Center and the Colorado Department of Education held on January 10 and 11, in Denver was successful.

It gave the participants a wide range of experiences and provided information to the various participating school districts that could not be obtained from other sources.

Ordinarily when I attend a two day conference, I become disenchanted after the first several meetings and find more stimulating activities. This was not the case with your recent conference, nor has it been the case as I attended your previously sponsored conferences.

You and your staff, particularly Sharon, are to be commended for the professional way you put together a conference of this magnitude. The logistics alone of scheduling are mind-boggling. Yet you are able to assess the needs of the participants and provide meaningful experiences for those that attend.

Be assured that you have my continued support for your center.

Respectfully yours,

John A. Bellomo, Director
Office of Special Services

cc: Sharon S. Meier
Idea Fair Chairman

David R. Crawford, Executive Director
Special Education Department
Colorado State Department of Education

JAB:cg

EATON INTERMEDIATE SCHOOL DISTRICT
1790 E. Packard Highway
Charlotte, Michigan 48813

STEPHEN A. HAYDEN
SUPERINTENDENT

Foster Eid
DIRECTOR OF SPECIAL EDUCATION

EARL E. WILLMARTH
DIRECTOR OF VOCATIONAL EDUCATION

RECEIVED
JAN 10 1977

January 3, 1977

Dr. Jonathan J. Curtis, Project Director
Southwest Area Learning Resource Center (Region 3)
College of Education
New Mexico State University
Box 3AW/Las Cruces New Mexico 88003

Dear Dr. Curtis:

A belated expression of appreciation for your prompt response in forwarding the copies of USING VOLUNTEERS IN LEARNING RESOURCE CENTERS.

The publication is excellent and will be of inestimable value to us as we continue to refine and develop our programs here.

Thanks again.

Sincerely,

Elizabeth A Mellon
Elizabeth A. Mellon
Curriculum Resources Consultant

Fort Lewis College Durango Colorado

May 24, 1977

Dr. Edwin Martin
Deputy Commissioner
Bureau of Education for Handicapped
400 Maryland Avenue S.W.
ROB-3, Room 2020
Washington, D.C. 20202

Dear Doctor Martin:

As we have started planning for services to programs for next year, we find that support services which have been available to us in the past may no longer exist for our use.

The main reference I have is to the Area Learning Resource Center from Las Cruces, New Mexico. Some of the services which this agency has been very supportive to us are in-service training, coordination of state-wide services in media and materials, and information seeking retrieval services.

The lack of such services to small districts is felt tremendously since most of our people do not have access to such information without seeking through an agency such as the Las Cruces Center.

The effect of the Regional Resource Center at Salt Lake is not nearly as orientated to local needs, and this is not seen locally as an agency which has the same impact in planning for our needs.

It is hoped that when you realize the impact and need of the Area Learning Resource Center to small districts, consideration for their continued funding will be seen in a positive way.

In closing I would like to compliment not only the concept of the Las Cruces Center, but also the well-trained, competent, and very people-oriented staff serving our region.

Sincerely,

Geralyn DeVore

Geralyn DeVore
Asst. Director of Special Education
IMC Coordinator

GD/jd
cc: Sharon Meier
Dr. Jon Curtis
Dr. David Crawford

BOULDER VALLEY PUBLIC SCHOOLS
SCHOOL DISTRICT NO. R-2, BOULDER COUNTY
P.O. BOX 11
BOULDER, COLORADO 80302
(303) 447-1010

MAR 7 1977

4 March 1977

Mr. Jon Curtis
SWALRC
Box 3AW
Las Cruces, New Mexico 88003

Dear Jon,

Thank you for your cheery note and our replacement Resource Center Evaluation Kit. Appreciate your getting it to us.

We all felt that you did your usual fantastic job in putting together the Idea Stimulation Fair. The I.E.P. Presentation particularly was germaine to our needs. I was also appreciative and impressed by the quality of personnel available throughout the Regional and Area Learning Resource Center network. The presentations were excellent and the people obviously know their business. Our thanks to you - from Boulder.

Sincerely,

Helen

Helen A. Ryley
Instructional Resource Center
Media/Materials Specialist

PORTALES JUNIOR HIGH
300 EAST FIFTH ST.
PORTALES, NEW MEXICO
88130

Home of the Lambs

PRINCIPAL
CLYDE HOPPER
AUDIO VISUAL/
CAREER EDUCATION
LLOYD CALL
COUNSELOR
CLEDITH MURPHREY

March 9, 1977

Ms. Joyce Blasi
Southwest Special Education Regional Services Center
Las Cruces, New Mexico

Dear Joyce,

Thank you for being such a stimulating, informative, interesting, and dynamic leader for our February Diagnostic Training Session in Roswell. I thoroughly enjoyed every minute of it and I feel that we all learned a great deal.

The more I thought about System Fore the more enthusiastic I became. I guess I must have done a good selling job because my Director of Curriculum told me to order one. I want the materials in notebooks and the additions to expand it to the 14 year level. Please send a bill to the school for this in order that payment can be made.

I received the letter from Charlene telling about the training session for System Fore that you will be conducting for us on May 7. I am looking forward to seeing you again and learning how to use my new tool.

Sincerely,

Cledith Murphrey

Cledith Murphrey, Counselor
Portales Junior High School

UTAH STATE BOARD OF EDUCATION
UTAH STATE BOARD FOR VOCATIONAL EDUCATION
250 East Fifth South Street, Salt Lake City, Utah 84111
WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 27, 1976

Jonathan J. Curtis, Ed. D. Project Director
Southwest Area Learning Resource Center
Region 111
College of Education
Box 3 AW/Las Cruces, New Mexico
88003

Dear Dr. Curtis:

Our sincere appreciation is expressed for the services we have received from your center this past year. Your personal consultation, plus the additional help from your staff, has coincided most effectively with the workscope of our state Special Education Plan.

The planning, consultation and sub-contract for the year ahead is responsive to our state special education planning, and will make a contribution to handicapped children and youth in our state that could not be realized without the help of your center.

Sincerely yours,

R. Elwood Pace, Ed.D.
Coordinator of Special Education

REP/lm

LERUE WINGET, Associate Superintendent
Office of Instruction Services

VERE A. McHENRY, Administrator
Division of Staff Development
Pre-Service Teacher Education & Certification (801) 533-5965
In-Service Staff Development (801) 533-5965
Special Education (801) 533-5982

CAROLYN WARNER
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-4361

May 31, 1976

Jonathan J. Curtis, Ed.D.
Project Director
Southwest Area Learning Resource Center
College of Education
Box 3AW/Las Cruces, NM 88003

Dear Dr. Curtis:

This letter will confirm our support of the Fiscal Year 1977 proposal of the Southwest Area Learning Center.

The continuation of the development of a regional system for delivery of media and materials is a critical part of the total services needed to assure our best efforts for the handicapped children in Arizona and has our enthusiastic support.

The Division of Special Education and the Southwest Area Learning Resource Center have developed a strong relationship and we look forward to continuing mutual efforts.

Sincerely,

Diane Erbert

Diane Erbert
Director of Program Services
Division of Special Education

DE:pb

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION — EDUCATION BUILDING
SANTA FE - 87503

May 27, 1976

LEONARD J. DE LAYO
SUPERINTENDENT OF PUBLIC INSTRUCTION

Dr. Jonathon J. Curtis
Project Director
Southwest Area Learning
Resource Center (Region 3)
New Mexico State University
Box 3AC
Las Cruces, New Mexico 88003

Dear Dr. Curtis:

This letter is to show our appreciation for the services provided by the SWALRC in FY 76 and to state our support for the services in the plan we developed in cooperation with you for FY 77. The services stated are appropriate and relevant and will serve to enhance our media/materials effort in provision of services necessary for accomplishing the 1980 Bureau of Education for the Handicapped goals of assurring that every handicapped child is receiving an appropriately designed education.

Thank you, and if we can be of further assistance, please do not hesitate to contact this office.

Sincerely,

Elie S Gutierrez / asg

Elie S. Gutierrez, Director
Division of Special Education

ESG:asa

New Mexico Salutes the American Revolution Bicentennial --

Nuevo México saluda al bicentenario de la revolución americana

COLORADO DEPARTMENT OF EDUCATION
State Office Building, 201 E. Colfax
Denver, Colorado 80203
Telephone (303) 892-2212
Calvin M. Frazier, *Commissioner*

June 4, 1976

Dr. Jonathan J. Curtis, Director
Southwest Area Learning
Resource Center
Box 3AW
Las Cruces, New Mexico 88003

Dear Jon:

This letter is written to express the appreciation of the Colorado Department of Education, Special Education Services Unit for the services provided by the Southwest Area Learning Resource Center (SWALRC) through the FY 76 service agreement.

The Special Education Services Unit endorses and supports the service agreement developed cooperatively with the SWALRC for the FY 1977.

The services provided by the SWALRC have been relevant to the Colorado plan for the development of Special Education Instructional Materials Centers and the extension of services throughout the states.

Sincerely,

David R. Crawford

David R. Crawford, Ed.D.
Director
Special Education Services
(303) 892-2727

DRC:cn

NEVADA DEPARTMENT OF EDUCATION
Carson City, Nevada XXXk 89710
Capitol Complex

KENNETH H. HANSEN
Superintendent
LARRY "SMOKEY" DAVIS
Consultant

RECEIVED
JUN 9 1976

June 3, 1976

Dr. Jon Curtis
Project Director
S.W.A.L.R.C.
College of Education
Box 3AW
Las Cruces, New Mexico 88003

Dear Dr. Curtis:

I would like to take this opportunity to thank you very much for the services you and your staff have made available to the State of Nevada in its efforts to initiate and improve programs for the handicapped. The projects and agreements between our two agencies have proven to be very satisfactory, and I am anticipating that the projected services that we have agreed upon for the future will be highly acceptable.

Thank you very much for your continued efforts on our behalf.

Sincerely,

Smokey

LARRY "SMOKEY" DAVIS
Consultant

LD:vad

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF INDIAN EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE NEW MEXICO 87103

IN REPLY REFER TO:

June 1, 1976

Dr. Jon Curtis
Director, Southwest Learning
  Resource Center
New Mexico State University
Las Cruces, New Mexico 88001

Dear Dr. Curtis:

We should like to take this opportunity to comment on your continuation proposal. We have been pleased to have an opportunity to review your proposal prior to submission to the U. S. Office of Education.

It is a pleasure to endorse your proposal. The mutual planning processes of our offices has already resulted in direct impact of program. The coming months should ensure a broadening of effort as well as perpetuation of existing efforts.

Please be assured of our continued cooperation and active involvement in behalf of Alaskan Native and American Indian children.

Sincerely yours,

Robert E. Hall

Robert E. Hall, Ed.D.
Chief, Division of Continuing Education

AMERICAN REVOLUTION BICENTENNIAL 1776-1976

STATE-BY-STATE CRITICAL EVENTS

Critical events on a state-by-state basis follow.

COLORADO

Critical Activities and Achievements
Associated with SWALRC Support
September 1, 1974 - August 31, 1977

"The Colorado Department of Education, Special Education Services Unit, in assuming leadership must establish guidelines for the establishment and development of special educational instructional materials centers in the various administrative unit areas and provide coordination in the development of evaluative tools, inservice training and materials development."

Within the context of this Colorado State Department policy, the SWALRC has provided the following services which are considered fundamental or critical to the provision of relevant services from special education instructional materials centers or instructional resource centers. Of course, many other services have been provided which are not considered critical or fundamental.

Activities and Critical Events	Outcomes
Provided support for an ad hoc advisory committee to (a) develop guidelines for establishment and operation of SEIMCs (b) develop a needs assessment check list	(a) Publication and dissemination of the Colorado SEIMC Guidelines. (b) A checklist upon which a needs assessment was conducted. (c) Recommended procedure for conducting a needs assessment. (d) Report of the needs assessment.

Activities and Critical Events	Outcomes
Assisted in the conduct of a needs assessment to (a) identify priority (client perception) services relevant to SEIMCs. (b) Identify and prioritize inservice training needs to form the basis for state inservice in the media/materials area.	A priority list for inservice workshops was developed and acted upon by both the State Department of Education, Special Education Services Unit and the SWALRC.
Provided technical assistance and assisted in the conduct of statewide workshops for SEIMC personnel and selected teachers. The following topics were covered: a. Writing an IMC plan. b. Administration of SEIMC. c. Coordination of SEIMC and general education IMC. d. Information on projects of special interest. e. Matching materials to instructional needs. f. Materials and their use. g. New materials, teacher ideas. h. Organization of inservice workshops.	Better planned SEIMC/IRC programs. Implementation of System FORE in 15 school districts in Colorado. Expansion of SEIMCs/IRCs' ability to serve in the area of construction and use of intrinsically motivating instructional materials. Enhancing SEIMCs' capability to provide inservice training that is meaningful and that has continuing impact through a multiplier effect.
Assist LRCs in assessment of their centers.	Designed and produced an evaluation kit containing elements that can be utilized in constructing an evaluation design.

Activities and Critical Events	Outcomes
Provided study of LRC concerns regarding service in rural areas.	Report regarding concerns of LRCs serving rural areas.
Assisted Colorado Department of Education in conduct of an Idea Stimulation Fair to: (a) provide short interactive presentations on topics of relevance to LRC operation (b) obtain sufficient information on a topic to determine if more extensive follow-up would be desired by an administrative unit for its LRC. (c) explore the potential for establishing a cooperative LRC/IMC network.	(1) Evaluations of sessions and overall conference. (2) The SWALRC, in cooperation with the Colorado Department of Education and the Colorado LEAs, completed the pre-planning for establishment of an LRC/IMC cooperative effort network within Colorado. (3) A number of Colorado LRCs have begun implementation of ideas generated by the Idea Fair (4) Conducted a second Idea Fair, February, 1977.
Assisted Colorado Department of Education in implementation of an IMC/IRC cooperative network.	Charter of Network developed and ratified. Network established as of December 1, 1976. Officers elected. Newsletter implemented. Network Cooperative Efforts Technical Assistance file put into operation.

BIA

Critical Activities and Achievements
Associated with SWALRC Support
September 1, 1974 - August 31, 1977

Introduction

A continued high priority need in the Bureau of Indian Affairs is an effective, efficient delivery system to provide special education support services for the eight pueblos of the Northern Pueblos Agency. Currently, special education services consist of resource rooms at three of the schools and a newly opened Learning Resource Center developed and sponsored by the SWALRC.

The intent has been to provide the basis for planning and implementing media/materials services needed to assist the teacher in providing a more personalized education for the exceptional children under his charge. The model for services developed through previous SWALRC effort will provide the basis for encouraging other Indian and non-Indian agencies to provide relevant special education support services.

In light of this need, the BIA has requested the assistance of the SWALRC in continuing support to prepare the Northern Pueblos Agency Learning Resource Model for dissemination purposes.

The BIA has also requested assistance from the SWALRC in sponsoring and developing a Learning Resource Center at the Pine Ridge Agency in South Dakota. Special education services are available on a limited basis within the Agency. An operational

Learning Resource Center will provide planning and media/materials support to teachers of handicapped learners. The NPA LRC model will be adapted to fit the needs of the Pine Ridge Agency.

BIA

Critical Activities and Achievements Associated with SWALRC Support

Activities and Critical Events	Outcomes
The SWALRC facilitated the provision of accessible media/materials services and training through	A needs assessment report upon which to base services.
1. Assistance in the preparation and conduct of a needs assessment.	Four of 5 Northern Pueblos Agency schools are implementing System FORE.
2. The development of a System FORE capability to aid teachers and/or students in identifying and quickly accessing materials relevant to the individual student's educational needs.	Interest in System FORE outside the NPA has been stimulated by activities occurring in the Northern Pueblos Agency.
3. Assistance in the development of a center to provide media/materials services and training to the Northern Pueblos Agency (this is to be developed to provide the basis for acting on the prioritized media/materials services).	A model learning resource center has been established in the NPA to provide the following services: (1) Development and implementation of a teacher-support system that will meet the needs of those teachers serving exceptional children in Northern Pueblos Agency schools. (2) Development and implementation of media/materials services in all areas pertaining to exceptional children. (3) Awareness of specialized teaching materials, equipment and information retrieval systems and the provision of the training necessary for their effective utilization.

Activities and Critical Events	Outcomes
	It is the major responsibility of the LRC director to facilitate the planning, the development and the operation of the Center in such a way as to assure its responsiveness to the needs identified through both the formal and informal needs assessment. Teachers in the NPA now have access to a broad range of instructional materials not previously available to them. Teachers in the NPA now have access to consultation and technical assistance regarding the selection and use of appropriate instructional materials and techniques. Partial funding for the center has been obtained from the Northern Pueblos Agency.
4. The provision of inservice training in the areas of (a) System FORE development. (b) Media utilization and related classroom management techniques. (c) Media center operation and management.	Outcomes associated with the training activities are delineated above.

Activities and Critical Events	Outcomes
5. The SWALRC investigated and explored possibilities for continued funding of the NPA LRC.	The NPA has accepted full responsibility for the NPA LRC beginning October 1, 1976.
6. Assisted in the development of a plan for a learning resource center to provide M/M services and training to the Pine Ridge Agency Schools, South Dakota.	Written plan for operating LRC at PRA developed and implemented - modeled after NPA LRC. Recommended materials, equipment and furnishing lists have been submitted to PRA - BIA.
7. Developed a written and mediated plan for dissemination of LRC concepts to other BIA agencies.	A Survival Kit for LRCs containing information on setting up and maintaining LRCs developed and a slide/tape depicting NPA-LRC implementation developed.
8. Developed a brochure describing NPA LRC services for distribution to potential users of LRCs and potential developers of LRCs.	Brochure describing pictorially and in written form development of NPA LRC.

NEW MEXICO

Critical Activities and Achievements
Associated with SWALRC Support
September 1, 1974 - August 31, 1977

General:

Support to the state of New Mexico during the contract period has been through the use of a service agreement arrangement. The September 1, 1974-August 31, 1975 service agreement provided for the support of one full time media/materials specialist to facilitate provision of media/materials training and services to teachers of handicapped children located in small school districts in the northwest quadrant of the state. A second service agreement provided for the support of another full-time media/materials specialist for a period of four months serving in the northeast quadrant of the state. The service agreement covering the period of September 1, 1975 - August 31, 1976, is multi-facted in the provision of development and support of ancillary media/materials services for handicapped children.

Critical Events and Achievements:

A. First Contract Year

During the first contract year (September 1, 1974 - August 31, 1975) the media/materials specialists provided services spanning a wide variety of needs for handicapped children in 27 school districts. The media/materials specialists worked with superintendents, principals, counselors, educational diagnosticians, special education teachers, regular education teachers and aides and assisted with planning programs, media/materials delivery, training, and technical assistance to facilitate services to personnel responsible for the provision of special education programs and services. The following activities were utilized:

1. Assistance in planning activities for media/materials services with the State Division of Special Education.
2. Consultation with LEA administrators to explain the SERSC services and visit programs.
3. Consultation with individual teachers or small groups of teachers on implementing prescriptions and specific programming problems.
4. Assistance to educational diagnosticians pertaining to the identification and selection of appropriate educational media and materials.
5. Demonstration of instructional materials to regular education and special education teachers, both in the classroom and out of the classroom.
6. Provision of follow-up services to the teacher and aide after initial programming consultation.
7. Provision of workshops pertaining to expressed needs in areas such as
    a. Prescriptions and Materials Matching Process
    b. Long Range and Short Term Curriculum Objectives
    c. Materials Selection
    d. Teacher-Made Materials
    e. Using Cuisenaire Rods
8. Provision of technical assistance in areas such as reviewing proposals, record keeping for continuous monitoring of pupil progress, prescription development, diagnostic teaching and planning for smooth transitions from self-contained programs to resource room programs and vice versa.

9. Provision of the actual delivery and pick-up mechanism for delivery of materials to the small, outlying rural areas. In addition, SWALRC personnel conducted workshops for regular education teachers who would be mainstreaming special education students in the following areas:
   a. Educational Prescriptions
   b. Gearing Methods and Materials to the ITPA
   c. Creating Instructional Materials for Handicapped learners

As a result of these activities, feedback indicated that special education personnel in the isolated areas had increased their skills in the identification, selection, and utilization of instructional media/materials. Specific outcomes are recorded in the technical progress reports for the year.

Some of the more relevant outcomes consisted of the following:

1. Plans were made to initiate two satellite centers to locate materials closer to the consumer and facilitate the delivery process.
2. The four Special Education Regional Service Centers (SERSCs) were evaluated by a joint SWALRC/RRC effort and a written report submitted to the Division of Special Education.
3. Teachers, superintendents, principals, and other educational personnel better understood the services that could be provided by the SERSCs and used these services to support their programming endeavors.
4. Teachers were able to implement prescriptions more effectively.
5. Visits were made to classrooms every two weeks.

6. Handouts were prepared for some workshops and shared with all participants and other interested special education personnel throughout the state on request.

B. Second Contract Year

A multi-faceted service agreement beginning September 1, 1975, contained the following objectives:

Objective 1: Minimal Standards Study

To identify and specify facilities, equipment, and instructional materials considered core elements for effective instructional programming for special education services. Such specifications are to be used as resource stipulations rather than mandatory stipulations and will be handicap specific according to developmental level and program level.

During the first quarter one consultant for each of the ten areas specified in the New Mexico State Regulations were contracted. The reporting format was designed and received data was in the process of compilation and analysis. The initial draft was prepared and submitted to the Division of Special Education for approval.

Further input from educational "experts" was initiated in the final quarter so as to validate the initial specifications. In addition, a consultant was hired to design a process that would enable local education agencies to determine the degree of matching between what is available to their special education programs as to instructional materials, equipment and facilities and what is needed based in part on the Minimal Standards Study. Continued input into listings of the study was contracted for FY 77.

The first edition of the materials document was printed.

Objective 2: New Mexico SERSCs Slide-Tape presentation

To assist in the conceptualization and development of a slide-tape presentation associating the state's needs to serve exceptional children and the regional centers established to provide supportive services.

The first quarter provided for the product design from a previously prepared script and story board. A prototype was developed and submitted to the Division of Special Education for review. Necessary changes were made. Development was begun on a brochure to accompany the presentation.

The slide-tape presentation and its accompanying brochure were delivered to the Division of Special Education.

Objective 3: Evaluation Plan for Special Education Regional Service Center System

To plan, design, and implement a long-range evaluation plan for the SERSC system.

To conceptualize and design a plan for conducting a program audit based on the match of contractual agreements and the actual delivery of services by SERSCs.

To provide the fiscal resources for the conduct of a third-party program audit based on the above plan.

During the first quarter, SRRC/SWALRC representatives met with the directors of the four SERSCs and elicited concerns from them as a first step in planning and designing the evaluation plan. Input from experts in the field was solicited. The SWALRC researched and gathered information on evaluation plans used elsewhere in the country. This research defined areas to be incorporated in a total services system.

The Program Audit was planned, designed, and conducted. Five consultants were hired to conduct the actual Program Audit. The Audit Team presented a verbal report to the Division of Special Education. A formal written report was prepared and submitted to the Division of Special Education.

A consultant was hired to assist in the development of the long-range evaluation plan based upon two factors:
(1) information received from the Program Audit and
(2) a full-service goal.

Objective 4: Media/Materials Component of Competency Based Educational Diagnostician Certification

To assess the media/materials component of the competency based educational diagnostician program.

An assigned SWALRC staff person participated in the written and performance based examination, assessed the component, and prepared and submitted a written report to the Division of Special Education.

Objective 5: Assist in New Mexico Awareness Training

In cooperation with the Division of Special Education personnel, to conduct three one-day workshops on materials information systems and three one-day workshops on analysis and construction of instructional materials.

The four training specialists and Division of Special Education Title VI training coordinator participated in a two-day workshop on System FORE and the utilization it. System FORE was developed specifically for use with handicapped children and is a tool having diagnostic/prescriptive capabilities that can be used for individualizing instruction.

All trainers either assisted, conducted, or planned workshops in their regions. Some teachers implemented the system. Three one-day workshops in System FORE and three one-day workshops on analysis and construction of materials for the handicapped were conducted in each of three quadrants of the state. Written evaluations of all workshops were submitted to the Division of Special Education

Objective 6: Materials Information Systems with a Diagnostic/ Prescriptive Component

In cooperation with the Division of Special Education, to develop awareness, provide training and support implementation of selected instructional systems having diagnostic/prescriptive and materials retrieval potential.

The SWALRC provided training and supported implementation of selected instructional systems having diagnostic/ prescriptive and materials retrieval potential.

Four additional teams were trained in System FORE. Implementation was initiated by the four teams. Evaluations of the workshop were submitted to the Division of Special Education.

Objective 7: Materials Selection and Maintenance Guidelines

In conjunction with the Division of Special Education, to construct initial guidelines for the selection, purging, and maintenance of instructional materials collections at each of the four SERSCs in addition to providing temporary support for replacement, repair, and maintenance of the present collections.

One of the four centers was designated as a repair center. The other four centers channeled materials to it for repair. Each center submitted a list of materials that needed to be repaired, reconstituted or replaced to the Division of Special Education. The directors of each center began formulating guidelines to be used in the maintenance process.

Repair, reconstitution and replacement materials were ordered and shipped to the centers. Guidelines were drafted.

C. Third Contract Year

A multi-faceted service agreement for the September 1, 1976 - August 30, 1977, contract year provided for services in the following objectives:

Objective 1: Update of Recommendations (Minimal Standards Study

To update the specifications of instructional materials, equipment and facilities in Recommendations.

The first edition of Recommendations was delivered to the Division of Special Education, who shared it with the other states within Region 3 by providing a copy to each state director. Input from the field indicated that LEA personnel have found the document to be of invaluable assistance to them as they design, equip, and implement special educational services to handicapped learners.

The total number of consultants providing input into the ten areas of exceptionality covered in the Recommendations resource document has been increased from ten to sixty in the final version. Data from the additional consultants has been compiled, and the draft of the Update submitted to the printer.

The Update version will be incorporated into the first edition material as a part of the IEP training sessions provided by the Division of Special Education and the Special Education Regional Service Centers to the LEAs.

Objective 2: Evaluation Plan for the Special Education Regional Service Center System

To assist in the implementation of the evaluation plan for the Special Education Regional Service Center system and to provide technical assistance and consultation as needed.

The finalized long-range evaluation plan was submitted to the Division of Special Education. The initial emphasis was focused on in-house and Division of Special Education monitoring for use in a formative sense.

The SWALRC assisted in the planning and design of an informal internal follow-up evaluation as a part of the initial phase. Data collection instruments were prepared, and one SWALRC staff member served on the evaluation team. The four centers have been evaluated. A written report will be submitted to the Division of Special Education prior to September 30, 1977.

Objective 3: Maintenance of Materials Collections at Special Education Regional Service Centers

To assist in the specification and acquisition of a core of resource materials for use in training.

Guidelines for the maintenance process were submitted to the Division of Special Education and the directors of the Special Education Regional Service Centers.

The SWALRC is assisting the above two groups in the preparation of a listing of materials that could be used by them in IEP training workshops.

Objective 4: Materials Listing for the Severely and Profoundly Handicapped

To construct a resource guide as to materials and ways to use them in the teaching of specific skills needed by the severely and profoundly handicapped.

The Division of Special Education has finalized a key to the skills to be represented in the SaPHA (Severely and Profoundly Handicapped Activities) resource guide. The guide has been conceptualized as a card file that will specify the objectives, criterion for mastery, environmental materials, and step-by-step procedures for using them for each of the designated 45 skill areas. Samples, directions to consultants, and reporting form have been prepared. Potential consultants have been identified and contacted.

Objective 5: Specification of Secondary Work-Study Instructional Materials

To prepare a resource listing of materials that can be used in secondary work-study programs. Such materials would be focused around getting and keeping jobs, social adjustment, grooming, and functional skills.

The SWALRC contacted many publishers and agencies for input into this listing. Resource documents have been collected and work on the specification of relevant materials to be completed prior to September 30, 1977. The listing will indicate the title of the material, its source, and an approximate cost.

Objective 6: Media/Materials Training for the Educational Diagnostician Training Program

To conduct three one-day training sessions dealing with the media/materials component of the Educational Diagnostician program.

Five one-day workshops were conducted at two different sites. Topics covered were analysis and selection of instructional materials, materials with an evaluation component as related to an instructional evaluation model, reading methods and their associated reading materials, and System FORE. Evaluation of the workshops indicated that they were well received and of great value to the prospective diagnosticians.

Objective 7: Regular Education Teacher Training Relating to the Mainstreamed Student

To conduct five one-day workshops pertaining to instructional materials for the handicapped learner in the regular classroom setting.

Five one-day workshops were conducted for approximately 50 regular teacher participants who were selected for the training project. Each quadrant of the state received the training. Topics covered were System FORE and the analysis and selection of instructional materials for the handicapped learner. Evaluations were positive.

Objective 8: Media/Materials Professional Development for Division of Special Education Personnel

To provide the opportunity for the Division of Special Education staff member to increase their media/materials skills through training provided outside the state.

One staff member participated in the National Rehabilitation Training Institute, Las Vegas, Nevada, and three others participated in the NASDSE Individual Education Program (IEP) Training session in Dallas, Texas.

Objective 9: Specification of Commercial Media/Materials Systems Containing a Continuous Pupil Progress Monitoring Component

To identify, locate and specify commercially available media/materials or systems containing a means of determining continuous pupil progress.

Publishers and agencies have been contacted regarding their materials that would fit the criterion of determining the status of a learner's progress or mastery of specific instructional objectives on a continuous basis. Arrangements have been made to procure a similar product of another Area Learning Resource Center when it is finalized.

In addition to events and achievements within the service agreement, other services have been provided. A staff member was appointed to the New Mexico Special Education Advisory Committee - Regulations. Several meetings of this committee have resulted in the revision of the State Special Education Regulations, now in draft form.

The SWALRC has been very active in providing technical assistance in the IEP process to the Division of Special Education. Several mini-presentations have been requested and delivered to special education classes at New Mexico State University during this contract year.

UTAH

Critical Activities and Achievements
Associated with SWALRC Support
September 1, 1974 - August 31, 1977

General:

Support to the state of Utah during the 3-year contract period has been through the use of a subcontract arrangement. The agreement is basically for support of a media/materials resource person to provide needed services to the state thru the state Learning Resource Center in Salt Lake City

Critical Events/Achievements:

First Contract Year

During the first contract year (September 1, 1974 - August 31, 1975) the LRCs in 15 districts of Utah provided services over a wide spectrum of needs for handicapped children in regular and special classrooms. Many of the LLRCs had staffs with little or no experience or training in the area of media and materials services. The M/M resource consultant supported by SWALRC funds provided some needed training to these centers to partially alleviate this problem. In addition teachers and others were involved in the training as deemed appropriate to the need. This was accomplished through the following activities:

Conducting or assisting in workshops which involved the processes of identification, selection, acquisition, utilization and evaluation of instructional materials.

Instruction in matching of instructional materials to the instructional needs of special education children.

Instruction in selection of media/materials that are available for loan.

Help in analyzing instructional materials systems. (System FORE, Madison Plan, etc.)

Demonstrations of instructional materials.

Demonstration of use of commonly available realia for instructional purposes.

Instruction in adaptation of instructional materials for use with handicapped children.

Making recommendations regarding materials purchase priorities.

Assessing impact of instruction with respect to media/materials.

The above activities were implemented to increase the quality of media/material services provided to teachers of the handicapped in the state of Utah. Specific outcomes are recorded in our technical progress reports for the contract year.

Some of the more important outcomes:

Plans were constructed for future implementation of media/materials throughout the districts.

Teachers were better able to make a suitable selection of effective material for their particular concern and better able to apply media to a specific situation.

Teachers, superintendents, principals and other administrative staff became better acquainted with the state Learning Resource Center and its potential for assisting in successful learner outcomes.

Special education teachers took back to their various districts ideas and materials they could utilize in their various classroom settings. They were also better able to adapt materials already in the schools to the particular needs of their students.

District administrative staff were better able to assess the needs in the media/material area as they relate to special education program. They were made aware of how media/materials fit into the curriculum as a whole and were able to make determinations of more specific ways in which the state learning resource system could be of service to them.

Second Contract Year

During this contract year beginning September 1, 1975 and ending August 31, 1976, the media/materials resource consultant was contracted and performed the following activities:

Objective 1: Provision of in-service training for teachers and supervisors responsible for the special education media/materials services in 15 districts (later in a total of 22 districts.)

During this period, the individual supported through SWALRC funds met with district supervisory personnel to plan media/materials involvement as an integral part of in-service training provided by the district. Media/materials in-service has been conducted in 15 schools. As a result, administrators, teachers and support personnel in these schools have been exposed to a variety of new and "special" media/materials.

Regular classroom teachers were especially receptive to exposure to special high interest materials with lower reading difficulty indices than standard texts and reading materials. More sophisticated evaluation of media in terms of learning style is occurring with some teachers. In-service participants are more aware of state LRC services. Specific materials requests, visits of participants to the state LRC for additional materials, and phone requests have resulted.

In addition, meetings have been held and presentations have been made with the following results:

One district that had expressed interest in the Madison Plan has useful information for evaluating the program with regard to possible implementation.

Superintendents have been reminded of state LRC resource consultant services for Access Districts and encouraged to plan media/materials components to Title VI-B in-service workshops they will be conducting this year.

Objective 2: To benefit exceptional children, the Utah Learning Resource Center will construct a plan for disseminating the use of materials information system(s) with (a) diagnostic/ prescriptive capability. (e.g., System FORE)

During this contract period, the m/m resource consultant held meetings to enhance System FORE through modifications and met with district coordinators to orient them on System FORE with the following results:

Coordinators have expressed an interest in the use of System FORE. A committee of three has been set up to revise the system to meet the special needs of Utah. (The revisions resulted in a marked improvement to the system and may be used throughout the region (and throughout the country) in the revised form.)

Objective 3: The Utah LRC, with assistance of consultant help, will construct a plan for assessing usefulness of media/materials services.

During this year a review of available literature on available evaluation procedures was made as well as identification of consultants skilled in the area.

This activity resulted in a plan for assessing usefulness of media/materials services which is useful not only to Utah but other states of Region 3.

Objective 4: Coordinate the assessment of the quality of matching media and materials to prescriptions. This would include the identification of components and procedures to improve the quality of matching media to prescriptions.

The M/M Resource consultant has coded new materials into System FORE and participated in inventory and classification by broad content categories of district special education media/materials with the following results:

The pilot project requesting this work is able to use the school texts in conjunction with the skills sequence of System FORE.

A basis for matching media/materials to educational prescriptions has been established.

This very important effort resulted in a set of recommendations regarding improvements that could be used within and outside Region 3.

Third Contract Year

The intent of the agreement for the third year was to stimulate the capability of LLRCs in Utah to provide improved media/materials services. More specifically, as a continuation of the second year of the ALRC contract, a media/materials resource consultant was supported to aid in the stimulation of improved services in the LRCs. The duties of the Media/Materials Resource Consultant were indicated in the activities listed under each objective which follows. Most services were provided as a part of the media/materials component of Project ACCESS serving handicapped children. "ACCESS" is an experimental assistance system designed to facilitate the implementation of a comprehensive educational program for handicapped students throughout the State of Utah. "ACCESS" represents a data base of information procedures, relationships, and programs which is necessary for the development of a state-wide plan for meeting the needs of all handicapped students. Examples of questions explored are:

1. How many students need special services?
2. What is the nature of the special services that are needed?
3. What kinds of district structures or delivery models will best service handicapped students?

4. What kinds of skills and materials are necessary to meet individual learning styles?

5. What kinds of inservice and preservice programs are necessary to equip educational personel?

6. What are the funding requirements to service all handicapped students?

7. What kinds of cooperative assistance is necessary from non-district resources?

The system consists of three components:

1. Identification of all handicapped students and an indepth assessment of student needs (Project I.D.).

2. Evaluation of urban and rural special education delivery systems (Third Party Evaluation).

3. Implementation of strategies for providing comprehensive educational services (Project ICE, Implementation of Comprehensive Education).

The LLRCs in the 22 districts associated with Project ACCESS provide services over a wide spectrum of needs for handicapped children in regular and special classrooms. As such, many of the LLRCs have staffs which had little or no experience or training in the area of media/materials services. Provision of relevant inservice training and other appropriate media/materials support has at least partially alleviated this problem.

The area served consists of approximately 41,099 square miles and 22,147 identified special education children.

It is anticipated the funding of the media/materials resource consultant position will be assumed by the state of Utah at the conclusion of this contract period (August 31, 1977).

Each objective pursued during this third year is listed below along with the activities planned and a brief description of the results attained.

Objective 1

Provide media/materials inservice training for districts having reached the planning and implementation stage of Project ACCESS - 22 districts - and districts involved in the utilization of System FORE.

Planned Activities	Results
1. Conduct media/materials inservice training workshops for 22 districts participating in the implementation stage of Project ACCESS and for districts utilizing System FORE where appropriate.	1. At least 30 such workshops were completed from September 1, 1976 through August 31, 1977.
2. Respond to individual request for media/ materials technical assistance.	2. Records indicate 57 requests for technical assistance in solving media/material related problems were handled either in meeting or workshop format.
3. Demonstrate instructional materials and commonly used realia for instruction.	3. Most of the above demonstrations and workshops utilized media/materials demonstration.
4. Purchase and/or reproduce 70 sets of System FORE kits for conduct of training in 16 schools (8 districts).	4. Due to the use of a revolving account over 700 sets of System FORE were sold at cost using the original amount of money. The final 75 sets were provided at no charge to Utah School Districts during inservice training.

Objective 2

Facilitate communication between the associate LRCs across the state and the Utah LRC to include assisting with development and expansion of the LRC network.

Planned Activities	Results
1. Provide technical assistance to districts or multi-district co-ops seeking to establish associate centers.	1. Three additional centers did become completely operable as per the outcome. Thirty thousand dollars of Title VI, Part B money was awarded these centers for expansion of stock.
2. Develop a plan for strengthening communications within the associate center network, i.e., organization and management structure. (Provide plan to SWALRC for possible regional/ national dissemination.)	2. A plan was designed and forwarded to the SWALRC. It was not utilized as much as originally planned due to time and interest limitation. This activity was only 50% successful.
3. Conduct at least 3 associate center meetings to identify common problems, share ideas and expose associate center personnel to new media/ materials information.	3. A new awareness of commonalities did not appear to be needed and the improvement of network functioning was realized. The ULRC and associate centers traded high use materials when necessary.

Objective 3

Provide media/material support for school district diagnostic/prescriptive program to include development of a model for districts to follow to enter and retrieve media/ materials information relating to System FORE.

Planned Activities	Results
1. Develop and implement a functional model for coding materials into skills continuums and for retrieving those coded materials via a key-sort system.	1. This model was forwarded to SWALRC during September, 1976. It was implemented during the subsequent year.
2. Coordinate state coding key-sort system.	2. The central key-sort file was achieved and utilized until March, 1977. The program became very cumbersome and time consuming. Two part-time employees were hired to help the workload problems. About this time, Joanne Gilles and Craig Pace became

Planned Activities	Results
	2. (Continued) involved with VORT Corporation as electronic storage of materials correlations seemed more feasible. Currently the Utah System for materials match to the System FORE behaviors is being investigated by the VORT Corporation, California Area Learning Resource Center, and the Southwest Area Learning Resource Center for possible regional use. The computerized retrieval System has replaced the use of key-sort cards in Utah.
3. Provide model developed through activity one to the SWALRC for possible regional or national dissemination.	3. This was done as reported in Objective 3, Number 1.

Objective 4

With consultant help, develop a process of choosing the appropriate experiences, methods of presentations, sequences of experiences and amount of experiences an inservice participant needs for application of media/materials training and educational technology.

Planned Activities	Results
1. Identify appropriate consultative help with expertise in "training-effectiveness" in the geographic area.	1. Dr. Glen Latham was identified as an appropriate consultant for this activity.
2. With consultant help, develop a document in a format to include problem type (e.g., motivation, etc.) useful techniques or strategies for accomplishing this, and rationale for strategies.	2. This document, along with other similar information was forwarded to SWALRC.

Planned Activities	Results
3. Provide hard copy of document to SWALRC for possible field test and/or further required dissemination.	3. This document, along with other similar information, was forwarded to SWALRC.

Objective 5

With consultant help, refine and expand the Utah state plan for dissemination and use of instructional media and materials.

Planned Activities	Results
1. Identify consultant with expertise in dissemination systems.	1. Joanne Gilles was identified as the very best possible consultant to attack this assignment.
2. Review identified needs from FY 75 evaluation of state network.	2. Needs were gleaned from numerous types of assessment techniques. One of the most prominent was Glen Latham's kit for conducting a needs assessment on a learning resource center.
3. Refine and expand state plan based on needs identified in Activity 2.	3. This activity was well done but completed four months late. The hard copy was forwarded to SWALRC with this report.
4. Provide hard copy of revised plan to SWALRC for possible regional dissemination.	4. This activity was well done but completed four months late. The hard copy was forwarded to SWALRC with this report.

NEVADA

Critical Activities and Achievements Associated with SWALRC Support September 1, 1974 - August 31, 1977

General:

Support to the state of Nevada during the contract period stated above has been basically for the support of a media/materials resource consultant who has provided consultation and instructional materials to teachers with children who are in need of special education programming and instruction in rural Nevada. The area covered encompasses 55,000 square miles and contains 422 identified children. Services have been provided through the University of Nevada - Reno facility.

Critical Events and Achievements:

A. First Contract Year (September 1, 1974 - August 31, 1975)

During the first contract year, the implementation of media/materials services and media/materials training was provided through the "Circuit Rider" model already in operation. The basic services provided consisted of scheduled consultation visits to rural county schools, provision of inservice training to familiarize teachers with instructional media/materials, and actual delivery and pick up of instructional materials to be used with children having learning difficulties. Efforts were made to assist teachers in the identification, selection, acquisition, and utilization of appropriate instructional materials geared to their children's demonstrated educational needs.

The following activities were important in the provision of this badly needed service:

1. Assistance to individual teachers in the identification, selection, and utilization of appropriate instructional materials to meet the needs within their isolated classrooms. Many classrooms serve all grades as they are one-room schools.
2. Assistance in the design and conduct of instructional materials workshops to familiarize teachers with available materials and their appropriate usage.
3. Identification and purchase of high priority instructional materials to be used in the project and housed at the Learning and Resource Center, University of Nevada - Reno.
4. Development of catalog listing of materials available to teachers with constant updating.
5. Provision of publisher's catalogs to the rural teachers.
6. Provision of on-the-spot classroom consultative services on a continuing basis and follow-up for implemented programs and materials.
7. Acquisition, maintenance, and distribution of the instructional materials collection.

The above activities provided a means whereby rural teachers working in isolated county schools had an opportunity to acquire and/or upgrade their skills in working with children who have learning problems. Further, they provided the means whereby these same teachers had access to and opportunities to learn to identify, select and appropriately use badly needed instructional materials. Outcomes of the "Circuit Rider" project have been recorded in the technical reports for the contract year.

Some of the major outcomes would include

1. The delivery and pick-up of materials and the opportunities for actual usage were ranked by the 40 educational personnel served in 6 counties as being the most valuable service provided in the project.
2. Efforts have been ongoing in the development of a diagnostic/prescriptive media/materials system to serve the needs of special education children in Nevada.
3. Workshops for teachers covering topics listed below were ranked as being the second most valuable service provided in the project.
    a. Media/Materials Construction and Usage for Secondary Level Special Education (social studies, language arts and mathematics).
    b. Availability and Use of Instructional Materials.
4. The person sent to the American Association for the Mentally Deficient Conference in Portland to examine commercial materials and equipment for severely and profoundly handicapped was asked to serve on the Exceptional Pupil Education Advisory Committee. The information gained was disseminated throughout

the state and also found to be extremely useful and beneficial in planning and reviewing programs for this particular area.

5. The Circuit Rider Project led to the present subcontract which provides for a more comprehensive delivery system.

B. Second Contract Year (September 1, 1975 - August 31, 1976)

The subcontract for this period represented Phase One of a three-phase endeavor to provide for enhanced materials, consultation and training services. This phase provided funding for a state media/materials coordinator who was responsible for coordinating the media/materials needs assessment, planning, inservice training, and consultation efforts. The second phase is an implementation phase with the third being a refinement of the second with the state of Nevada funding the position.

The coordinator was contracted to perform the following services:

1. The conduct of a needs assessment to determine both the availability and the perceived needs of teachers as to materials, equipment and services for the handicapped child.

   The data from the needs assessment is in the process of collection. Such data was incomplete at the end of this contract period.

2. The construction of a plan for disseminating the use of materials information systems with diagnostic/prescriptive capability.

   Efforts were ongoing to construct such a system by synthesizing parts of various systems so as to tailor one specific to the unique needs in Nevada.

3. The construction of a step-by-step plan for the development of media/materials services based upon the priorities ascertained by the needs assessment and the resource constraints.

   Seven LEAs have completed the needs assessment with three partially completed.

   All personnel concerned will analyze the results and develop a prioritized listing. A timeline for completion has been established.

4. The development of suggested guidelines for minimum materials/equipment needed by handicap area and age level.

5. The provision of consultation to Nevada LEAs (25% of the coordinator's time).

   The coordinator has been instrumental in the revision of a Nevada history text used by special education students which is now at the publishers. Materials and equipment have been placed in LEAs. Monitoring of special education programs was done. Media presentations were prepared for radio, TV, newspapers, etc.

Interagency coordination began. (BIA, NASDSE, NCAH, etc.).

6. The provision of training to teachers of special education children as to inventorying materials, equipment and other resources available to assist in the instructional process.

   Workshops were planned and conducted from March through May based on teachers' needs and requirements. These included publisher's workshops, equipment workshops, and classroom management workshops.

Much time and energy went into soliciting and securing local administrative support. This contract year was basically a planning year. Therefore, most efforts were geared toward securing an adequate data base from the needs assessment so as to provide the basis for planning an effective and efficient media/materials system.

C. Third Contract Year (September 1, 1976 - August 31, 1977)

The service agreement for this period represents an extension of the previous year's planning endeavors as the leadership at the state department changed early in the contract year. Funding was provided for a state media/materials coordinator whose responsibilities consisted of coordinating the media/materials needs assessment, planning, training and evaluation in addition to providing consultation services to the LEAs.

A statewide needs assessment was conducted. The findings from this effort were included in the Fiscal Year 1978 Annual Program Plan Amendment for Part B of the Education of the Handicapped Act.

Art/media workshops were conducted at three sites. Two workshops dealing with the construction and use of high motivational materials reached 41 teachers. Evaluations were extremely positive from these workshops.

Direct consultation was provided to classroom teachers in eleven counties. Washoe and Clark Counties, the large population centers of the state, were included in the total number of counties.

The coordinator assisted in the development of the media/materials component of the state Title VI-D training grant. Through his efforts, an Arts Festival for handicapped children was held in Clark County on May 17-18, 1977. His skills were utilized further in graphic and editing endeavors for six books and three pamphlets used within the state. Media presentations for television, radio, and newspapers were prepared. He served as a member of the Northwest Accreditation Team.

Individual instructional management systems (IBAS, U-SAIL, and System FORE) were analyzed in light of their adaptability to a localized system projected for the state. The state desires to tailor a system to deal with their perceived unique instructional needs.

Nominations were solicited statewide for persons with expertise to serve in a pool of resource people to be used for training purposes within the state. These nominations were screened, verified and approved for inclusion within the resource pool.

Loan activities relating to media, materials, and equipment were ongoing to all rural counties.

ARIZONA

Critical Activities and Achievements
Associated with SWALRC Support
September 1, 1974 - August 31, 1977

Background

The material presented represents activities undertaken on the LRC system in Arizona since May 1*, 1975. The development of the LRC system in Arizona reflects underlying dynamics in the education system in which a five to ten-fold increase in special education enrollment has occurred in the state in a short span of years. Concurrently, there have been a series of organizational changes in the State Department of Education to cope with the growth which in turn has affected the LRC development.

An important factor which underlies the development of Arizona's program is that it is the sixth largest state but is inhabited by only two million people, over 70 percent of whom live in two metropolitan areas. The remote and rural areas have a large cultural diversity comprised of Native Americans and Mexican-American peoples. The development of services in this environment has a different set of problems, particularly in terms of cost factors relative to a low incidence population mixed into a low population density.

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*A substantial amount of preplanning for media/materials services occurred between September 1, 1974 and May 1, 1975.

One of the key strategies used in the development of a cost-effective LRC system has been to try to bring together all types of resource services. An LRC system isolated from other resource services in most regions of the state is not a realistic expectation within given or projected budget levels. The money allocated to Arizona under the SWALRC LRC development support also has had a general impact on planning special education services because of the need to establish a planning base and administrative structures for pilot activities.

Activities and Critical Events	Outcomes
(Planning) Analysis of alternative learning resources systems of relevance to Arizona. Under the present developing work on LRC policies and procedures, additional work is being undertaken to respond to several key problems identified in last year's work. These problems include the process of resource allocation in extending development of the system and location of local LRCs. The work will be linked to the existing planning/decision framework outlined to expand the basic planning procedure. The procedure is replicable and can be used in other locations in the region.	A plan was developed for the analysis of alternative learning resource and materials delivery systems in the state. The plan included a decision structure by which desired directions could be established, and a final planning sequence outlined. The approach is documented in Chapter 6.

Activities and Critical Events	Outcomes
(Needs Assessment)	
A needs assessment was undertaken through the State Department staff. The needs assessment was designed as a basis for SEA planning and to serve as one information source for local planning. The work undertaken indicated that a single state-wide needs assessment of traditional design would have little planning and value and would be of questionable validity. The approach being used for future planning is to localize needs assessments and to focus on the type of assessment which defines resources availability as well as expectancy to define need (the process and assessment results are documented in Chapter 5).	A needs assessment report providing information regarding questions such as: (1) What is an LRC and is it needed? (2) Of potential LRC activities, how are they valued relative to need? (3) What availability and distribution of the services and resources are desired?, etc.
(Resource Availability)	
The needs assessment indicated a need existed to establish a better profile of special education resources statewide. A collection of information on available resources in the state was undertaken using SEA staff as the collectors. The results of this effort indicated that a better collection system was needed.	A design was constructed which was subsequently expanded.
Aid in establishing learning resource centers.	A. A pilot activity was established around the Special Education Cooperative operated in Apache and Navajo Counties. The pilot was designed to expand the existing small IMC through state seed monies. A recent outcome of this work has been a preliminary design for an alternative type of delivery

Activities and Critical Events	Outcomes
	system. The delivery system would be an information center type LRC rather than the traditional materials collection type center. The analysis done has shown that this type of delivery system when integrated with a traditional system would provide a better linkage between the rural areas of the state and the major resource centers. The low cost of this design would allow for many more LRCs to be implemented, bringing services closer to the outlying areas.
	B. Window Rock-Navajo Center. Preliminary planning was undertaken in concert with the Navajo Division of Education (NDOE) for an LRC on the Navajo Reservation. The Center is to provide a range of support services to special education of which one is an LRC. The preliminary steps for organizing the IMC portion were forwarded to NDOE last fall. The SEA has taken over the final planning and implementation and follow through with the local agency.
(Northern Arizona University Pilot.) Aid in the planning for the expansion of learning resource center services. Preliminary planning for a pilot activity at NAU was undertaken in the spring and summer of 1975 (Chapter 9). The LRC project also provided technical assistance to	The SEA has taken over the follow-through on the completion of this activity and its evaluation.

Activities and Critical Events	Outcomes
the Center in the fall of the year. The Center has an operating IMC which was put together from a previous collection of materials and is awaiting approval to expand the collection.	
(CACEC* Pilot) Aid in the development of media/materials component of an LRC for severe/profoundly handicapped children (infancy and early childhood).	One information system is in operation at Arizona Children's Hospital which is to become the new home for CACEC. A workshop for the staff of the six classes of the existing facility was held on materials selection procedures. The development of this LRC is being done in cooperation with the SRRC for which the CACEC serves as a demonstration site.
(Resource Materials Collection) A collection of resource materials on IMC/LRC design and operation was undertaken (Chapter 2) and expanded this year to include materials selection procedures (as yet undocumented).	The material serves as a planning base for the development of the individual programs. An analysis of the materials is designed to yield a standard procedures manual for local LRCs and to provide alternative materials selection procedures for general use by the end of this project year.
Third Contract Year (Training) The focus for FY 77 SWALRC services to Arizona revolved around the planning and implementation of workshops designed to enhance the utilization of media and instructional materials which promote individualization of instruction.	31 Media/materials related workshops** were planned and implemented with approximately 866 in attendance. Evaluations from these workshops indicate a very high positive response to the presentations and associated content.

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*Central Arizona Child Evaluation Center (CACEC) is the major evaluation Center in central Arizona, serving over 400 children and their families each year with extensive diagnostic-prescriptive services.

**Workshops - Early Education 94; Least Restrictive Environment 122; IEP Inst. 500; Materials (GGG) 150.

The following reports and products are on file with the SWALRC:

1. LRC Procedure Analysis and Resource Material (summarizes some foundation elements of the LRC design)
2. A Resource Module LRC System Design
3. Site Location Procedures for Learning Resource Centers
4. Learning Resource Specialist Linkage and Service Delivery Analysis Procedures
5. Outline of an LRC Operating Procedures Guide
6. Learning Resource Selection Procedures: Process View
7. Information Oriented Alternate LRC Designs
8. LRC Framework CACEC PILOT

ADDENDUM A

REGION #3

Products Completed

9/1/74 - 9/30/77

CHILD-USE MATERIALS

Product

Title: Including the Kitchen Sink

Author: Sharon S. Meier, Media/Materials Specialist

Region: #3

Abstract/Description: Over 100 instructional games are described and illustrated. Also included is a list of do's and don'ts to help achieve more professional looking "teacher-made" materials.

TRAINING MATERIALS

Product

Title: Cooking Up a Workshop

Author: Sharon S. Meier, Media/Materials Specialist

Region: #3

Abstract/Description: Provides some generic suggestions to enhance the probability of conducting successful workshops. A specific workshop write-up is included as an example.

Product

Title: Making Training Stick

Author: Jonathan J. Curtis

Region: #3

Abstract/Description: Nine common problems associated with "making training stick" are identified and associated with major elements in the SWALRC training model. The rationale for utilizing each of these training elements is also indicated. Virtually all the information is in matrix form which facilitates reader conceptualization.

PROGRAM PLANNING AND MANAGEMENT

Product

Title: Recommendations

Author: Joyce Blasi and Gwen Couch, Editors

Region: #3

Abstract/Description: A listing of instructional materials, equipment, and facilities recommended for use in special education programs. The recommendations are organized by handicapping condition, severity of handicap, and educational level. Five to eight consultants for each handicapping category provided the Recommendations input.

Product

Title: Learning Resource Center Evaluation Kit

Author: Glenn Latham

Region: #3

Abstract/Description: The kit is a basic collection of planning and evaluation procedures, instruments, and helps provided in a "pick-and-choose" format designed to facilitate tailoring the planning and evaluation efforts to the needs and capability of each unique learning resource center.

Product

Title: Survival Kit for Learning Resource Centers

Authors: S. Boland, J. Curtis, J. Fulp and S. Meier

Region: #3

Abstract/Description: The kit is a collection of suggestions, instruments, and helps designed to assist in the establishment and maintenance of Learning Resource Centers. The Kit can be used in total or in parts according to the interest and needs of the user. The kit consists of the following sections:

Section I - Making the Center Go
Section II - Planning and Evaluation
Section III- Program Monitoring and Reporting
Section IV - In-Service Training
Section V - Public Relations (Communications)

Product

Title: Guide to Write-Ups of Learning Resource Centers

Author: Jonathan J. Curtis

Region: #3

Abstract/Description: The Guide provides a suggested format for describing a Learning Resource Center in a manner conducive to replication. It includes suggestions for (a) a general write-up, (b) an example of a general write-up, (c) a Program Replication Profile, and (d) a Checklist for Review of Learning Resource Systems.

PROGRAM INFORMATION

Product

Title: Establishing the Northern Pueblos Agency Learning Resource Center

Authors: Sharon Joyce, Sandy Boland, Sharon Meier

Region: #3

Abstract/Description: This product is a slide-tape presentation describing the development of the Northern Pueblos Agency Learning Resource Center Development.

PROGRAM RESOURCES

Product

Title: Using Volunteers in Learning Resource Centers

Author: Ted Brough (Editor - Jonathan J. Curtis)

Region: #3

Abstract/Description: A 69 page booklet containing specific suggestions for effective use of volunteers in Learning Resource Centers. The following topics are covered:

1. Why People Volunteer
2. Planning for Use of Volunteers
3. Recruiting Volunteers
4. Screening and Selecting Volunteers
5. Orientation, Training and Use of Volunteers
6. Evaluation and Recognition
7. Guidelines for the Volunteer
8. Bibliography

The Appendices include:

Appendix A: Sample: Needs Questionnaire
Appendix B: Recruiting Letter; News Release, Recruiting Brochure
Appendix C: Volunteer Application Form
Appendix D: Acceptance Letter; Orientation Workshop; Library Workshop; Audio-Visual Workshop
Appendix E: Evaluation Forms; Recognition Tea; Recognition Certificate

Product

Title: Consultant Registry Position Paper

Author: Jonathan J. Curtis

Region: #3

Abstract/Description: This document outlines the need for a National Consultant Registry and provides suggestions for implementing such a system.

Product

Title: Learning Resource Center Needs Assessment Survey

Author: Jonathan J. Curtis

Region: #3

Abstract/Description: The document is an instrument designed to elicit the needs for services from the Learning Resource Center from its clientele. The following areas are covered:

Materials Services
Information Services
In-Service Training

CHILD-USE MATERIALS

Product

Title: SaPHA Resource Guide

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Region: #3

Abstract/Description: Severely and Profoundly Handicapped Activities = SaPHA. The SaPHA Resource Guide is a descriptive set of cards that specify instructional activities and environmental materials that can be used to help the severely and profoundly handicapped learner acquire basic skills. This project considered severely and profoundly handicapped learners as those learners who function below the traditionally perceived trainable level or at the lowest end of the trainable continuum. SaPHA was designed as a resource guide to be used by parents, para-professionals, teachers, and other personnel who are working with this specific population.

Six large curricular areas were identified by experts in the field as critical areas to be addressed in the SaPHA Resource Guide. These six developmental areas are 1). Prerequisite Tool Skills (gold cards); 2). Self-Help Skills (green cards); 3). Motor Skills (apricot cards); 4). Socialization skills (blue cards); 5). Communication Skills (yellow cards); and 6). Academic Readiness Skills (pink cards). Each of these global skill areas has been further subdivided into component skills as an attempt to arrive at a greater degree of specificity within the particular skill area. It is recognized that each of the subdivisions are still somewhat global and that they overlap in some cases. Additionally, the user must be aware that the activities specified for the component skill areas will need to be modified to fit the unique needs of individual learners. However, a basic or common activities framework appears to exist, and this framework is the focus of the Sapha Resource Guide.

The material is organized with header cards for each of the six curricular areas. The header card for each section specifies the outline of the contents contained within that section. All activity cards that pertain to a component skill area of a section have the same color and are stored in the envelope attached to the relevant subdivision header card. This allows for efficient retrieval when programming a learner and provides a systematic basis for keeping the material in order during and after use.

Each activity card has a number and letter code in addition to the color code to facilitate ordering of the tasks. Each card contains the following information:

1. Objective: The objective states the measurable behavior for that activity.

2. Criterion: The criterion indicates the degree of mastery to which the learner must perform the behavior.

3. Materials: Environmental materials are lost cost items that can be found in the home, the dime store, the grocery store, the out-of-doors; somewhere at hand within the local environment.

4. Procedure: The procedure is a step-by-step instructional process or benchmark task analysis to be used in implementing the activity.

The SaPHA Resource Guide is viewed as a beginning kit. The user can easily add particularly effective activities to the skill component areas or include other skills if so desired.

ADDENDUM B

(Amended)

CHARTER

COLORADO SPECIAL EDUCATION RESOURCE CENTER COOPERATIVE NETWORK

Purpose

The purpose of the Colorado Special Education Resource Center Network shall be to provide a vehicle for sharing information and technical assistance among the Special Education Resource Centers in the State of Colorado and to encourage cooperative efforts growing out of common needs among the Centers.

ARTICLE I - NAME

Section 1

The name of this body shall be the Colorado Special Education Resource Center Cooperative Network, hereafter referred to as the Network.

ARTICLE II - FUNCTIONS

Section 1

The Network will develop a system of telephone/paper contacts, i.e.:

a. newsletter
b. bulletin
c. directory of SELRC personnel
d. human resources directory
e. other

Section 2

The Network will establish a means for cooperative inservice endeavors

Section 3

The Network will share and develop "products" to assist centers in provision of services, i.e.:

a. training packages
b. guidelines (proposal development, operational procedures, evaluation, planning, etc.)
c. stimulus procedures and forms
d. identification of funding sources
e. other

Section 4

The Network will provide for exchange of expertise for the purpose of enhancing a Special Education Resource Centers' capability to serve.

Section 5

The Network will develop an awareness of the need for SELRCs.

Section 6

The Network will encourage a cooperative relationship between special education and the mainstream of education.

Section 7

The Network will identify and address concerns associated with the present organizational patterns and legislation underlying the development and maintenance of SELRCs.

Section 8

The Network will cooperatively develop means for effective local program monitoring and evaluation.

Section 9

The Network will delineate and prioritize the most pressing needs of teachers of special education children, special education administrators and SELRC personnel with respect to support services from the SELRCs.

ARTICLE III - MEMBERSHIP

Section 1

The Colorado Department of Education has established a Colorado SELRC Network. All special education administrative units in Colorado and their instructional materials centers are members of this Network. Each of these administrative units shall have the option of becoming an active network participant by:

1. Committing at least two days of service to the Network (task forces, committees, etc.).
2. Participating in task forces involved in the development of products and procedures designed to enhance center capabilities.
3. Submission of major center activities that may be of interest to other centers for inclusion in the Network newsletter.

ARTICLE IV - VOTING

Section 1

A quorum shall be 50% of the active membership. A simple majority voting procedure will be utilized for all motions or related formal actions.

Section 2

Each active administrative unit shall be allotted one vote.

Section 3

Ex-officio membership may be extended by the SDE to individuals who have the expertise to assist the Network.

ARTICLE V - SCHEDULE OF MEETINGS

Section 1

Meetings of the Network general membership will be held at least once a year. (Meetings may be called more than once a year if necessary.)

Section 2

A tentative agenda will be drawn up by the Network Facilitator from input by the active membership.

ARTICLE VI - OFFICERS AND EXECUTIVE BOARD

Section 1

The Network will elect a network facilitator, an assistant network facilitator and a recorder by simple majority vote of the Network.

Section 2

Duties of the Officers:

Facilitator - shall be the Chief Executive of the Association and shall preside at all Network or Association meetings, shall call and preside at meetings of the Executive Board, and shall be an ex-officio member of the task forces or special committees established. Responsibilities assigned to a task force are the decision of the membership and/or the Executive Board.

The Facilitator will work with the Assistant Facilitator to establish the agendas for the general membership meetings and shall provide with the Assistant Facilitator for cooperation with, participation in, and representation of the Network with other agencies of similar interest promoting communication of the purpose of the Network.

Assistant Facilitator - shall perform any and all duties of the Facilitator during the absence or disability of the Facilitator.

The Assistant Facilitator shall assume the responsibility for budget proposals for the Network including strategies and proposals for future funding as well as accountability for expenditures of present funding to be approved by the membership and reported to the membership.

He/she shall assume responsibility for special program planning for Network meetings other than general meeting agendas.

Network Recorder - is responsible for keeping accurate records of the proceedings of the Network.

The Network Recorder records all business transacted at each meeting of the Network and of the Executive Board, and presents the printed minutes to the membership.

The Network Recorder acts as custodian of all records, surveys, and information collected by the Network, except those specifically assigned to others.

The Network Recorder maintains for reference at each meeting, a copy of the charter, minutes of previous meetings, and a list of all committees as exist at the time.

The Network Recorder conducts all correspondence of the chapter, at the request of the Facilitator or the Executive Board.

The Network Recorder is a member of at least one of the Network Task Forces.

The Network Recorder attends all Network meetings and Executive Board meetings.

Section 3

Executive Board

The Executive Board, composed of the elected officers of the Network and elected Task Force Facilitators, shall meet at regular intervals, on dates fixed by it or on call of the Facilitator.

The Executive Board will assume full responsibility for the Network standing and for reporting its recommendations on all matters which should be discussed and evaluated by all members of the Network previous to their adoption. Business details which do not require Network attention should be dispatched through the action of the Board.

Section 4

Election and Term of Office

Nominations of Officers and Task Force Facilitators will be requested of the membership in writing by the Facilitator prior to the annual spring meeting.

Officers and Task Force Facilitators will be elected at the annual spring meeting. The membership shall elect:

1. Assistant Facilitator - who shall automatically serve as Facilitator the following term, making this a two year term of office.

2. Recorder who shall serve for a one year term of office.

3. Task Force Facilitators - who shall serve for a one year term of office.

The year of office is from July 1 to June 30.

ARTICLE VII - TASK FORCES

Section 1

The Network will establish the following standing task forces to carry out the Network business:

a. Communication Task Force (sharing information)
b. Technical Assistance Task Force (sharing of network human resources)
c. Cooperative Projects Task Force(s)(doing together what we can't do alone)

Each Task Force shall elect its own facilitator and recorder.

ARTICLE VIII - PROCESS

Section 1

Robert's Rules of Order shall determine the parliamentary process.

ARTICLE IX - AMENDMENTS

Section 1

This charter may be amended by two-thirds vote of the active membership. Amendments for consideration shall be distributed to the membership at least 15 days prior to the subsequent meeting date.